International Business

Undergraduate program
course description

Study Abroad Academic
year 2017/2018
at Zagreb campus
Dear students, please find on the following pages a sample of course descriptions for the International Business program, offered at RIT Croatia, Zagreb campus in the Freshmen year.

*This is a sample of how your schedule would look like if you enroll in Fall or Spring semester of your Freshman year (please note that you will work individually with your academic advisor on creating your study plan):

### Term: Fall 1

<table>
<thead>
<tr>
<th>Course Number &amp; Title</th>
<th>CR</th>
<th>LAS</th>
<th>Maj</th>
<th>New</th>
<th>Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGMT-101-Business I: Ideas and Business Planning</td>
<td>3</td>
<td>X</td>
<td>Maj</td>
<td></td>
<td>Co-req MGIS 101</td>
</tr>
<tr>
<td>MGIS-101-Computer-Based Analysis</td>
<td>1</td>
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<tr>
<td>GE Elective: MATH-101 Algebra</td>
<td>3</td>
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<tr>
<td>LAS-Perspective 3 (Global): ECON-101 Principles of Microeconomics</td>
<td>3</td>
<td>X</td>
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<tr>
<td>ACCT-110-Financial Accounting</td>
<td>3</td>
<td>X</td>
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<tr>
<td>GE Elective: UWRT-100 Critical Reading and Writing</td>
<td>3</td>
<td>X</td>
<td>Maj</td>
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<tr>
<td>ACSC-010 Year One Seminar</td>
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**Term credit total:** 16 9 7

### Term: Spring 1

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<tr>
<th>Course Number &amp; Title</th>
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<th>LAS</th>
<th>Maj</th>
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<th>Prerequisite(s)</th>
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<tbody>
<tr>
<td>MGIS-102-Bus 2: Technology-enabled Launch</td>
<td>3</td>
<td>X</td>
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<tr>
<td>GE Elective: MATH-161 Calculus</td>
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<td>GE Elective 1: ECON-201 Principles of Macroeconomics</td>
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<td>ECON-101</td>
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<td>ACCT-210-Management Accounting</td>
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<td>ACCT-110</td>
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<td>LAS-Perspective 5 (Natural Science)</td>
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<td>X</td>
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**Term credit total:** 16 10 6

Course numbering: RIT courses are generally referred to by their alphanumeric registration label. The four alpha characters indicate the discipline within the college. The final three digits are unique to each course and identify whether the course is noncredit (less than 099), lower division (100-299), upper division (300-599), or graduate level (600 and above).

Unless otherwise noted, the following courses are offered annually. Specific times and dates can be found in each semester's schedule of courses.

Prerequisites/corequisites are noted in parentheses near the end of the course description.
PHIL-101 Introduction to Philosophy

An introduction to some of the major problems, methods and insights of philosophy with readings from both classical and contemporary sources. Satisfies a Liberal Arts core requirement. Course objectives are: to help the student develop the habit of careful analysis and critical evaluation of beliefs; to help the student become aware of the importance of basic assumptions in his thinking and acting; to help the student become aware of some of the philosophical assumptions he ordinarily makes; to encourage the student to examine those assumptions critically in light of the reasons or evidence that could be offered both for and against them; to make the student aware of alternative assumptions he might make together with reasons for choosing or rejecting them; to encourage the student to develop a more reasonable and coherent view of himself or herself in relation to others and to the universe in which he or she lives; to acquaint the student with some of the major philosophers. Credits 3, Class hours 3 Lab hours 0, Spring

UWRT-100 Critical Reading and Writing

This course is designed to help students improve their critical thinking, reading, and writing skills. Through oral and written presentations, lectures and discussion students will analyze, interpret and evaluate materials from various disciplines. They will discover different methods used by authors in their process of writing. By exploring different genres students learn how writers employ the basic features and strategies of a genre to reflect different rhetorical purposes. Through writing assignments students will develop strategies for creative writing, generating ideas, and revising. Through Peer Response Groups students will learn to critique their own and others’ works in order to become a more independent and competent reader and writer. They will practice appropriate means of documenting their work. Students will master syntax, grammar, punctuation, and spelling feature in an applied way: they will have to immediately apply various structures in conversation or written/oral exercises. The instructor will also organize at least once in a semester writing labs, where students will be correcting each other thus learning from each other’s mistakes. Credits 3, Class hours 3 Lab hours 0, Fall

ECON-101 Principles of Microeconomics

Microeconomics studies the workings of individual markets. That is, it examines the interaction of the demanders of goods and services with the suppliers of those goods and services. It explores how the behavior of consumers (demanders), the behavior of producers (suppliers), and the level of market competition influence market outcomes. Prerequisite for economics concentration and minor; prerequisite for economic and international studies programs; and a social science core course but no prerequisite for Principle of Macroeconomic course. The goal of microeconomics is to analyze market mechanisms that establish relative prices among goods and services and allocation of limited resources among many alternative uses. Microeconomics analyzes market failure, where markets fail to produce efficient results, and describes the theoretical conditions needed for perfect competition. Principles of Microeconomics provides a solid foundation for economic analysis and thinking that can last throughout student education and subsequent professional careers. This course begins with an introduction to supply and demand and the basic forces that determine an equilibrium in a market economy. Next, it introduces a framework for learning about consumer behavior and analyzing consumer decisions. We then turn our attention to firms and their decisions about optimal production, and the impact of different market structures on firms' behavior. The final section of the course provides an introduction to
some of the more advanced topics that can be analyzed using microeconomic theory. By the end of the course, student will be able to understand introductory microeconomic theory, solve basic microeconomic problems, and use these techniques to think about a number of policy questions relevant to the operation of the real economy. 

Credits 3, Class hours 3 Lab hours 0, Spring

**MATH-101 College Algebra**

This course provides the background for an introductory level, non-trigonometry based calculus course. The topics include a review of the fundamentals of algebra: solutions of linear, fractional, and quadratic equations, functions and their graphs, polynomial, exponential, log-arithmetic and rational functions, and systems of linear equations. To learn the essential algebraic concepts and develop the manipulative skills appropriate for students enrolled in business and economics course required by their degree programs: to have students learn the basic definitions, concepts, rules, vocabulary, and mathematical notation of algebra; to provide students with the necessary manipulative skills required for solving problems in algebra; to provide an opportunity for students to obtain a background in mathematics necessary to a study of business, economics, accounting, management, marketing, information technology, packaging science, hospitality and service management. 

Credits 3, Class hours 3 Lab hours 0, Fall

**ENVS-150 Ecology of Dalmatian Coast**

This course is an introduction to population, community and ecosystem ecology, stressing the dynamic interrelationships of plant and animal communities of the Dalmatian Coast. The course includes such ecological concepts as energy flow and trophic levels in natural communities, population and community dynamics, biogeography and ecosystem ecology. Field trips to local ecosystems are included. Objectives of the course are: to explain and synthesize ecological concepts at the individual, population, community, and ecosystem level to learn about experimental design and local ecosystems to critically read scientific articles revise and improve written content. 

Credits 4, Class hours 2, Lab hours 2, Fall

**MGMT-101 Business 1: Ideas and Business planning**

This is the first of a two-course sequence comprising the freshman integrated experience. In Business 1 students will be introduced to the key functional areas of business, the evaluation of new business opportunities, and the business plan process. By applying the creative process, students will conceive new business ideas that will be developed through the remainder of the sequence. After completing this course, students should be able to: identify and apply creative methods for idea generation. Evaluate business opportunities; explain key business functions; experience business decisions implications; present and explain business ideas; create a business plan; understand the principles of management. 

Credits 3, Class hours 3 Lab hours 0, Fall

**MGIS-101 Computer Based Analysis**

This course accompanies the freshman business sequence in which students learn to take a business idea from inception to launch. In this course, students learn how electronic spreadsheet tools can help them assess the operational, financial and market viability of their business idea. Emphasis will be placed on the application of spreadsheet models for supporting business decision making. A variety of spreadsheet-based cases in multiple business domains will be utilized to show how to effectively analyze and solve business problems using the spreadsheet tool. Upon completing the course, students should be able to:
Identify components of spreadsheet design that support business decision making. Employ spreadsheet-based analytical skills to turn data into information. Apply spreadsheet-based analysis in a variety of business functional areas. Evaluate commercial viability of the new product/service using spreadsheet models. Outline the steps for analyzing new product/service feasibility. Identify and evaluate target markets of the new product/service using spreadsheet models.

**ACCT- 110 Financial accounting**

This course acts as an introduction to the way in which corporations report their financial performance to interested stakeholders like investors and creditors. Coverage of the accounting cycle, generally accepted accounting principles, and analytical tools help students become informed users of financial statements. The primary objective of this course is to introduce accounting as an information system which provides data to external parties who are making economic decisions that may affect the wealth of stakeholders. Subsequent course learning objectives include: Provide students with the basic concepts of financial accounting. Provide an understanding of basic financial statements with emphasis placed on specific components of the balance sheet, income statement, statement of cash flows, and analysis of those components. Demonstrate a basic awareness of the underlying accounting system which is used to keep track of the results of transactions and events. This includes knowing the accrual basis of accounting (differences from cash basis in terms of results of operations measurement for example), debit/credit language, using journal entries and T-accounts to explain the consequences of transactions and events as well as their helpfulness as analytical tools. Use information in financial statements to help make various types of decisions about an organization (e.g., knowing and being able to calculate and understand the results of ratios associated with basic financial statement analysis). Have an introductory knowledge of how to use the available tools of accounting - including such tools as the professional literature, research literature, databases, computer software - to help clarify accounting concepts and issues, analyze options, and make decisions or solve problems. Become aware of the importance of ethics, values, and interpersonal skills in dealing with accounting issues.

**Credits 1, Class hours 0 Lab hours 1, Fall**

**ACSC- 010 Year One Seminar**

YearOne Seminar is a course for first-year students designed to provide an introduction to college life and to support you as you adjust to your life at RIT Croatia. YearOne meets once per week for 12 weeks during the Fall semester. It includes lecturing, classroom discussions, and many guest speakers from the Zagreb, Dubrovnik, and Rochester campuses and will introduce you to many RIT resources.

**Credits 0, Class hours 3 Lab hours 0, Fall**

**MATH- 161 Applied calculus**

A course stressing applications of calculus concepts to solving problems in business and Allied Health. Topics include the limit concept, differentiation, partial differentiation, and integration. To have students learn the basic definitions, concepts, rules, vocabulary, and mathematical notation of calculus. To provide students with the necessary manipulative skills required for solving problems in calculus.

**Credits 4, Class hours 4 Lab hours 0, Spring**

**MGIS- 102 Business 2- Technology enabled Launch**

This course, the second course in the First-year Business Sequence, applies technology tools to create tangible outcomes for product and marketing ideas from the business plan. Students will develop websites, video marketing tools and other outcomes while refining their plans for business launch. Define and finalize the business plan, Develop a video presentation targeted to various stakeholders, Research and identify the key technologies impacting the proposed new product or service, Create business process models that document the new business idea,
Develop a website to support the new business processes. Credits 3, Class hours 3 Lab hours 0, Spring
YEAR 2

Dear students please find on the following pages sample of course descriptions for International Business program, offered at RIT Croatia, Zagreb campus in the Sophomore year.

*This is a sample of how your schedule would look like if you enroll in Fall or Spring semester of your Sophomore year (please note that you will work individually with your academic advisor on creating your study plan):

**Term: Fall 2**

<table>
<thead>
<tr>
<th>Course Number &amp; Title</th>
<th>CR</th>
<th>LAS</th>
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<th>New Prerequisite(s)</th>
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<tbody>
<tr>
<td>LAS Immersion 1</td>
<td>1</td>
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<tr>
<td>MKTG-230-Principles of Marketing</td>
<td>3</td>
<td>X</td>
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<tr>
<td>FINC-220-Corporate Finance</td>
<td>3</td>
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<td>ECON-201, ACCT-110, STAT-145</td>
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<tr>
<td>LAS-Perspective 7A (Mathematical): STAT-145-Introduction to Statistics I</td>
<td>3</td>
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Term credit total: 15 9 6

**Term: Spring 2**

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>MGMT-215-Organizational Behavior</td>
<td>3</td>
<td>X</td>
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<td>Sophomore status</td>
</tr>
<tr>
<td>MGMT-035 Careers in Business</td>
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<tr>
<td>UWRT-150-Writing Seminar</td>
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<tr>
<td>LAS-Perspective 7B (Mathematical): STAT-146-Introduction to Statistics II MGIS-130 Information Systems &amp; Technology</td>
<td>4</td>
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<tr>
<td>LAS Immersion 2</td>
<td>3</td>
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Unless otherwise noted, the following courses are offered annually. Specific times and dates can be found in each semester's schedule of courses.

**Prerequisites/corequisites** are noted in parentheses near the end of the course description.
FINC- 220  Corporate finance
This course is designed to enable students to view and value corporate strategy through the lens of corporate finance. The course delivers a deeper understanding of how firms make financing and investing decisions. We will analyze data drawn from across the business from the viewpoint of the investors. After completing this course, students will be provided with financial insight into the decision making process. **Credits 3, Class hours 3 Lab hours 0, Fall**

MKTG- 230  Principles of marketing
This course will introduce students to the basic concepts and terminology in the field of marketing. The goal is to provide students with the foundation necessary for understanding the discipline of marketing and its role, impact and influence in society, as well as to prepare students for other courses in the marketing domain. Topics covered will include marketing strategy, types of markets, market research, market segmentation, targeting and positioning, and marketing mix (4 Ps). As an introductory course, the class will cover the large breadth of topics albeit in limited depth. **Credits 3, Class hours 3 Lab hours 0, Fall**

STAT- 145  Introduction to statistics
This course will study the statistical methods of presenting and analyzing data. Topics covered include descriptive statistics and displays, random sampling, the normal distribution, confidence intervals, and hypothesis testing. The statistical software MINITAB is used to reinforce these principles and to introduce the use of technology in statistical analysis. This is a general introductory statistics course and is intended for a broad range of programs. Note: This course may not be taken for credit if credit is to be earned in STAT-205. (MATH-101 College Algebra or equivalent) **Class 3, Credit 3, Fall**

UWRT- 150  Writing seminar
This class is an intensive introduction to researched writing. Students will develop proficiency in analytical writing, critical reading and critical thinking, by writing within a variety of contexts and with a variety of purposes. Students will develop writing strategies and research skills that they will draw on throughout their academic careers. There will be particular attention to the writing process including an emphasis on teacher-student conferencing, self-assessment, class discussion, peer review, formal and informal writing, research and revision. Students will practice the appropriate writing process strategies: pre-writing, composing and revising, editing, and consideration of audience and purpose, employ critical and creative thinking skills for self-assessment and reflection on the writing process, apply the appropriate grammatical and mechanical structures to support the development of their writing and to successfully express meaning, read advanced college-level texts for the purposes of discussion and composition, collaborate with peers and learn how to supply effective feedback, use a range of technologies to address different audiences. **Credits 3, Class hours 3, Lab hours 0, Fall**

MLGR- 201  Beginning German I
This is the first course in a two-course sequence. The sequence provides students without prior exposure to the language with a sound basis for learning German as it is used today in its spoken and written forms. The goal of the sequence is proficiency in communication skills with an emphasis on oral proficiency. The sequence also acquaints students with
contemporary culture and life in the German-speaking countries. Students must take a placement exam if this is their first RIT class in German and they have some prior study of German. The primary aim of this course is to provide students with a sound basis for learning to communicate effectively and accurately in German as it is spoken and written today. Practice is given in all four basic skills - listening, speaking, reading, and writing – with many opportunities for student-student interaction and self-expression in realistic situations. A second important aim of the course is to introduce students to contemporary life and culture in German speaking countries. Credits 4, Class hours 4, Lab hours 0, Fall

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>Credits</th>
<th>Class hours</th>
<th>Lab hours</th>
<th>Section</th>
</tr>
</thead>
<tbody>
<tr>
<td>MLIT-201</td>
<td>Beginning Italian I</td>
<td>This is the first course in a two-course sequence. The sequence provides students without prior exposure to the language with a sound basis for learning Italian as it is used today in its spoken and written forms. The goal of the sequence is proficiency in communication skills with an emphasis on oral proficiency. The sequence also acquaints students with contemporary culture and life in the Italian-speaking countries. Students must take placement exam if this is their first RIT class in Italian and they have some prior study of Italian. The primary aim of this course is to provide students with a sound basis for learning to communicate effectively and accurately in Italian as it is spoken and written today. Practice is given in all four basic skills - listening, speaking, reading, and writing – with many opportunities for student-student interaction and self-expression in realistic situations. A second important aim of the course is to introduce students to contemporary life and culture in Italy and Italian speaking countries. Credits 4, Class hours 4 Lab hours 0, Fall</td>
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<tr>
<td>MLSP-201</td>
<td>Beginning Spanish I</td>
<td>This course introduces the Spanish language and the culture of Hispanic countries to beginners, and provides a basic foundation in all skills in Spanish (speaking, listening, reading, writing, culture) through intensive practice in a variety of media. Language work progresses from autobiographical information, through the present tense, to preliminary work in the past tenses. Students must take placement exam if this is their first RIT class in Spanish and they have some prior study of Spanish. The primary aim of this course is to provide students with a sound basis for learning to communicate effectively and accurately in Spanish as it is spoken and written today. Practice is given in all four basic skills - listening, speaking, reading, and writing – with many opportunities for student-student interaction and self-expression in realistic situations. A second important aim of the course is to introduce students to contemporary life and culture in Spain and Spanish speaking countries. The dialogues, readings, and cultural notes have been written to depict what life is like there today. Credits 4, Class hours 4 Lab hours 0, Fall</td>
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<tr>
<td>MLFR-201</td>
<td>Beginning French I</td>
<td>This is the first course in a two-course sequence. The sequence provides students without prior exposure to the language with a sound basis for learning French as it is used today in its spoken and written forms. The goal of the sequence is proficiency in communication skills with an emphasis on oral proficiency. The sequence also acquaints students with contemporary culture and life in French-speaking countries. Students must take placement exam if this is their first RIT class in French and they have some prior study of French. The primary aim of this course is to provide students with a sound basis for learning to communicate effectively and accurately in French as it is spoken and written today. Practice is given in all four basic skills - listening, speaking, reading, and writing – with many opportunities for student-student interaction and self-expression in realistic situations.</td>
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</tbody>
</table>
A second important aim of the course is to introduce students to contemporary life and culture in French speaking countries. The dialogues, readings, and cultural notes have been written to depict what life is like in French speaking countries today. **Credits 4, Class hours 4 Lab hours 0, Fall**

### ACCT- 210 Management accounting

Management accounting function within today’s increasingly complex organizations face many challenges – and some valuable opportunities. With this in mind, the main aim for this course is to enable students to understand and critically evaluate the context, relevance and potential impact of accounting/finance information within such entities. This will primarily be achieved by identifying some of the most important management “issues” typically faced by organizations. Comprehend the typical framework and constituent role(s) of organizational accounting/finance functions;

- Demonstrate a reasoned awareness of how key accounting/finance information is obtained, presented and utilized;
- Select and implement a range of accounting/finance tools [such as performance ratios, costing systems, budgeting, project appraisal and working capital management] appropriate to different situations and contexts;
- Present accounting/finance information and related analytical interpretation and discussion in an effective manner;
- Recognize factors associated with the appropriate sourcing of both short and long-term financial funds;
- Appreciate notable behavioral, ethical and social factors associated with the provision of accounting/finance information; and
- Critically evaluate the effectiveness of “traditional” accounting/finance approaches and assess current research and possible future developments

**Credits 3, Class hours 3, Lab hours 0, Fall**

### MGMT- 215 Organizational behavior

An introductory course in managing and leading organizations, this course provides an overview of human behavior in organizations at the individual, group, and organizational level with an emphasis on enhancing organizational effectiveness. Topics include: individual differences, work teams, motivation, communication, leadership, conflict resolution, organizational culture, and organizational change. Prerequisite: sophomore standing. Upon completion of this class, students should be able to:

- Cite the fundamental factors addressed in explaining individual behavior within organizational settings.
- Publicize the most substantiated theories used to understand individual employee performance.
- Identify managerial approaches to reducing workplace stress and managing work-life balance.
- Cite the fundamental factors addressed in explaining group and team behavior within organizational settings.
- Publicize the essential differences between the most substantiated theories for understanding organizational leadership.
- Delineate the influence of power and politics in the operation of organizational justice.
- Publicize the interrelation of organizational structure, organizational design, and organizational culture. **Credits 3, Class hours 3, Lab hours 0, Spring**
### INTB- 225  Global business

Overview of global business issues and strategies, through combination of discussion, readings, cases, lectures and analysis of current events. Course is focused on the areas of macro issues related to economic, political and human environments in global business, with analysis and insight of the functional operations of global firms. To identify, distinguish, classify and evaluate unique characteristics, opportunities, challenges, institutions and approaches of business in global context. Increase knowledge about issues and topics relevant to international business as well as about international financial market. Understand and identify international participants and their roles. **Credits 3, Class hours 3, Lab hours 0, Fall**

### STAT- 146  Introduction to statistics II

An elementary introduction to the topics of regression and analysis of variance. The statistical software package Minitab will be used to reinforce these techniques. The focus of this course is on business applications. This is a general introductory statistics course and is intended for a broad range of programs. To develop students' understanding of the applications of probability and statistics that supports engineering, science, mathematics and other areas. To acquaint students with probability and statistics notation and the basic theory of probability and statistics. To develop a capacity for critical and analytical thinking. To develop an appropriate level of mathematical and statistical literacy and competency. **Credits 4, Class hours 4, Lab hours 0, Spring**

### MLGR- 202  Beginning German II

This is the second course in a two-course sequence. The sequence provides students without prior exposure to the language with a sound basis for learning German as it is used today in its spoken and written forms. The goal of the sequence is proficiency in communication skills with an emphasis on oral proficiency. The sequence also acquaints students with contemporary culture and life in the German-speaking countries. The primary aim of this course is to provide students with a sound basis for learning to communicate effectively and accurately in German as it is spoken and written today. Practice is given in all four basic skills - listening, speaking, reading, and writing – with many opportunities for student-student interaction and self-expression in realistic situations. A second important aim of the course is to introduce students to contemporary life and culture in German speaking countries. The dialogues, readings, and cultural notes have been written to depict what life is like in German speaking countries today. (MLGR-201 Beginning German I or equivalent; students must take the placement exam if this is their first RIT German class, and they have some prior study of German). **Credits 4, Class hours 4 Lab hours 0, Spring**

### MLIT- 202  Beginning Italian II

This is the second course in a two-course sequence. The sequence provides students without prior exposure to the language with a sound basis for learning Italian as it is used today in its spoken and written forms. The goal of the sequence is proficiency in communication skills with an emphasis on oral proficiency. The sequence also acquaints students with contemporary culture and life in the Italian-speaking countries. The primary aim of this course is to provide students with a sound basis for learning to communicate effectively and accurately in Italian as it is spoken and written today. Practice is given in all four basic skills - listening, speaking, reading, and writing – with many opportunities for student-student interaction and self-expression in realistic situations. A second important aim of the course is to introduce students to contemporary life and culture in Italian speaking countries. The dialogues, readings, and cultural notes have been written to depict what life is like in Italy today. (MLIT-201 Beginning Italian I or equivalent; students must take the placement exam if
this is their first RIT Italian class, and they have some prior study of Italian). **Credits 4, Class hours 4, Lab hours 0, Spring**

**MLSP- 202**

**Beginning Spanish II**

This course continues the basic grammatical structures, vocabulary and situations of first-year Spanish. Beginning Spanish 2 continues work in the past tenses and includes work on the subjunctive mood, plus the future and conditional tenses. Students work on paragraph-length speech and writing, and move toward readiness for conversation and composition.

The primary aim of this course is to provide students with a sound basis for learning to communicate effectively and accurately in Spanish as it is spoken and written today. Practice is given in all four basic skills - listening, speaking, reading, and writing – with many opportunities for student-student interaction and self-expression in realistic situations. A second important aim of the course is to introduce students to contemporary life and culture in Spanish speaking countries. The dialogues, readings, and cultural notes have been written to depict what life is like in Spanish speaking countries today. (MLSP-201 Beginning Spanish I or equivalent proficiency). **Credits 4, Class hours 4, Lab hours 0, Spring**

**MLFR- 202**

**Beginning French II**

This is the second course in a two-course sequence. The sequence provides students without prior exposure to the language with a sound basis for learning French as it is used today in its spoken and written forms. The goal of the sequence is proficiency in communication skills with an emphasis on oral proficiency. The sequence also acquaints students with contemporary culture and life in French-speaking countries. (MLFR-201 Beginning French I or equivalent proficiency; students must take the placement exam if this is their first RIT French class, and they have some prior study of French). **Class 4, Credit 4, Spring**
Dear students please find on the following pages sample of course descriptions for International Business program, offered at RIT Croatia, Zagreb campus in the Junior year.

*This is a sample of how your schedule would look like if you enroll in Fall or Spring semester of your Junior year (please note that you will work individually with your academic advisor on creating your study plan):

### Term: Fall 3

<table>
<thead>
<tr>
<th>Course Number &amp; Title</th>
<th>CR</th>
<th>LAS</th>
<th>Maj</th>
<th>New Prerequisite(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>INTB Elective: INTB-320 Global Marketing</td>
<td>3</td>
<td>x</td>
<td></td>
<td>MKTG-230 or NBUS-227 or equivalent course</td>
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<tr>
<td>GE elective: COMM-253-Communication</td>
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<td>LAS-Perspective 2 (Artistic): ENGL-210-Literary and Cultural</td>
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<td>GE Elective</td>
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<tr>
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**Term credit total:** 15 12 3

### Term: Spring 3

<table>
<thead>
<tr>
<th>Course Number &amp; Title</th>
<th>CR</th>
<th>LAS</th>
<th>Maj</th>
<th>New Prerequisite(s)</th>
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<tr>
<td>LAS-Perspective 1 (Ethical): MGMT-340-Business Ethics and Corporate Social</td>
<td>3</td>
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<tr>
<td>DEC-310-Operations Management</td>
<td>3</td>
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<td>STAT-145 or equivalent, junior status</td>
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<tr>
<td>INTB Elective: INTB-300 Cross-Cultural Management</td>
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<td>INTB-310 Regional Business</td>
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**Term credit total:** 15 6 9

**Course numbering:** RIT courses are generally referred to by their alphanumeric registration label. The four alpha characters indicate the discipline within the college. The final three digits are unique to each course and identify whether the course is noncredit (less than 099), lower division (100-299), upper division (300-599), or graduate level (600 and above).

Unless otherwise noted, the following courses are offered annually. Specific times and dates can be found in each semester's schedule of courses.

Prerequisites/corequisites are noted in parentheses near the end of the course description.
MGMT- 340 Department of Business Administration Business ethics

MGMT-340 Business Ethics and Corporate Social Responsibility This course applies concepts of ethics to business at the macro level and at the micro level. At the macro level the course examines competing business ideologies exploring the ethical concerns of capitalism as well as the role of business in society. At the micro level the course examines the role of the manager in establishing an ethical climate with an emphasis on the development of ethical leadership in business organizations. The following topics are typically discussed: the stakeholder theory of the firm, corporate governance, marketing and advertising ethics, the rights and responsibilities of employees, product safety, ethical reasoning, business's responsibility to the environment, moving from a culture of compliance to a culture of integrity, and ethical leadership. (Junior status) Class 3, Credit 3 (fall, spring)

PSYCH- 234 Department of Psychology Industrial and Organizational Psychology

Industrial and organizational (I/O) psychology is a branch of applied psychology that is concerned with efficient management of an industrial labor force and especially with problems encountered by workers in a mechanized environment. Specific areas include job analysis, defining and measuring job performance, performance appraisal, tests, employment interviews, employee selection and training, and human factors. This course covers the basic principles of the above areas as well as applications of current research in I/O psychology. Credits 3, Class hours 3, Lab hours 0, Fall

PSYCH- 225 Department of Psychology Social Psychology

This course explores topics related to behaviors and mental processes of individuals in social situations. Topics include: methodology, social perception, social cognition, the self, attitudes, prejudice, attraction, social influence, pro-social behavior, aggression, and behavior in groups. Course activities include lecture, class demonstrations, and assignments. The flavor of the course is experiential and applications-oriented. Pre-requisites: PSYC-101

1. Develop an understanding of the major theories of social psychology, its methodology and experimental underpinnings.
2. Learn about the cognitive processes underlying social behavior.
3. Examine the mechanisms of pressure to conform to other people's opinions and behavior.
4. Discuss the sources and mechanisms of social influence on others.
5. Discover the origins of our “social self”.
6. Analyze interpersonal relationships including stereotypes, prejudice, aggression, and altruism.
7. Critically evaluate our ability to reduce socially problematic attitudes and behaviors like stereotypes, prejudice, and aggression.
8. Enhance your abilities to express ideas clearly in written and spoken form, and to think critically about your own and others' ideas. Credits 3, Class hours 3, Lab hours 0, Spring

INTB- 310 Department of Trade and Business Administration Regional Business studies

Regional Business Studies (INTB.310) introduces the most important and the fast growing regional economic entities to the students, such as the European Union, China, India, and Brazil and others. The course introduces the typical competitive environment in major economies, the unique business models of the local ventures, and business opportunities and risks in these markets, using selected topics. The course will help students develop the knowledge base and skills to compete with and in major economies. Transitional issue: This
course was newly introduced with semester conversion in the academic year 2013/2014 and is taught the first time on all RIT campuses in term 2135. From now on, Global Business Environment covers concepts and theories that generally apply to any international business context, while the Regional Business Studies course builds on that foundation, applying those concepts to major business regions of the world. Best efforts will be made to avoid overlap between Global Business Environment as taught in the former quarter system and this course, caused by this transition. **Credits 3, Class hours 3, Lab hours 0, Spring**

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>INTB-300</td>
<td>Cross cultural management</td>
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</table>

**INTB-300 Cross-Cultural Management**

INTB-300 Cross-Cultural Management This course explores the key implementation issues facing global businesses and those firms wishing to expand into the global arena. An emphasis is placed on issues related to the topic of culture. The course examines its impact on management, individuals, groups and how it affects organizational performance. Leadership styles, in the cross-cultural context, will be deconstructed as will communication, decision-making, negotiation, and motivation. Identify important managerial issues in conducting global business, such as working with and managing people from different cultural backgrounds, evaluating firm resources and capabilities, and addressing implementation issues in global business environments. **Credits 3, Class hours 3, Lab hours 0, Spring**

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>MLFR-301</td>
<td>Intermediate French I</td>
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</table>

**MLFR-301 Intermediate French I**

This is the first course of a two-course sequence at the intermediate level. The sequence provides students with the tools necessary to increase their ability to function in French. Communicative activities, contemporary texts, vocabulary study, and grammar are used to expand all communication skills, especially oral proficiency. This sequence continues to address issues of contemporary French life and culture as well as the cultures of the Francophone world. This course is designed to help students improve their vocabulary and better use their knowledge of the French language. The primary goal of the course is to enable them to feel free to discuss various subjects/topics and express their own opinions freely, in French. Each lesson will cover one area (or one problem) of everyday life. Students will have to make a comparison between different realities: French, their own view of it and their perspective of that situation in their own country. They will learn how to converse in French and exchange their ideas freely. Students will master at least one grammar feature in each lesson in an applied way: they will have to immediately apply various grammatical structures in conversation or written/oral exercises. In order to give students more opportunity to practice speaking, each of them will also participate in at least one (team-) project during the semester and will have to make a presentation in French on a chosen topic. One of the most important objectives of the course is also to teach students how to write better in French, and prepare them to use this language in their professional careers in the future. For this purpose students will have to write a short essay (a paragraph) every week. The theme of the paragraph can also be the theme of the in-class discussion. The instructor will also organize (when necessary, at least once in a semester writing labs, where students will be correcting each other thus learning from each other’s mistakes. (MLFR-202 Beginning French II or equivalent proficiency; students must take the placement exam if this is their first RIT French class, and they have some prior study of French). **Credits 3, Class 3, Credit 3, Spring**

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>MLGR-301</td>
<td>Intermediate German I</td>
</tr>
</tbody>
</table>

**MLGR-301 Intermediate German I**

This is the first course of a two-course sequence at the intermediate level. The sequence provides students with the tools to increase their ability to function in German.
Communicative activities, contemporary texts, and the study of vocabulary and grammar are used to expand all communication skills, especially oral proficiency. This sequence continues to address issues of contemporary German life and culture. This course is designed to help students improve their vocabulary and better use their knowledge of the German language. The primary goal of the course is to enable them to feel free to discuss various subjects/topics and express their own opinions freely, in German. Each lesson will cover one area (or one problem) of everyday life. Students will have to make a comparison between different realities: German, their own view of it and their perspective of that situation in their own country. They will learn how to converse in German and exchange their ideas freely. Students will master at least one grammar feature in each lesson in an applied way: they will have to immediately apply various grammatical structures in conversation or written/oral exercises. In order to give students more opportunity to practice speaking, each of them will also participate in at least one (team-) project during the semester and will have to make a presentation in German on a chosen topic. One of the most important objectives of the course is also to teach students how to write better in German, and prepare them to use this language in their professional careers in the future. For this purpose students will have to write a short essay (a paragraph) every week. The theme of the paragraph can also be the theme of the in-class discussion. The instructor will also organize (when necessary, at least once in a semester) writing labs, where students will be correcting each other thus learning from each other’s mistakes. (MLGR-202 Beginning German II or equivalent proficiency; students must take the placement exam if this is their first RIT German class, and they have some prior study of German). Credit 3, Class hours 3, Lab hours 0, Spring

MLIT- 301 Intermediate Italian I

This is the first course of a two-course sequence at the intermediate level. The sequence provides students with the tools to increase their ability to function in Italian. Communicative activities, contemporary texts, and the study of vocabulary and grammar are used to expand all communication skills, especially oral proficiency. This sequence continues to address issues of contemporary Italian life and culture. This course is designed to help students improve their vocabulary and better use their knowledge of the Italian language. The primary goal of the course is to enable them to feel free to discuss various subjects/topics and express their own opinions freely, in Italian. Each lesson will cover one area (or one problem) of everyday life. Students will have to make a comparison between different realities: Italian, their own view of it and their perspective of that situation in their own country. They will learn how to converse in Italian and exchange their ideas freely. Students will master at least one grammar feature in each lesson in an applied way: they will have to immediately apply various grammatical structures in conversation or written/oral exercises. In order to give students more opportunity to practice speaking, each of them will also participate in at least one (team-) project during the semester and will have to make a presentation in Italian on a chosen topic. One of the most important objectives of the course is also to teach students how to write better in Italian, and prepare them to use this language in their professional careers in the future. For this purpose students will have to write a short essay (a paragraph) every week. The theme of the paragraph can also be the theme of the in-class discussion. (MLIT-202 Beginning Italian II or equivalent proficiency; students must take the placement exam if this is their first RIT Italian class, and they have some prior study of Italian). Credits 3, Class hours 3 Lab hours 0, Spring
### MLSP- 301  Intermediate Spanish I

This is the first course in the Intermediate Spanish sequence (second year). Intermediate Spanish I is a course in Conversation, along with grammar review and culture study. Emphasis is on tourist survival situation dialogues, various forms of conversation, grammar review, and both formal and informal culture (the arts and daily behavior). The basic skills learned in the first year courses are now put into practice. This course is designed to help students improve their vocabulary and better use their knowledge of the Spanish language. The primary goal of the course is to enable them to feel free to discuss various subjects/topics and express their own opinions freely, in Spanish. Each lesson will cover one area (or one problem) of everyday life. Students will have to make a comparison between different realities: Spanish, their own view of it and their perspective of that situation in their own country. They will learn how to converse in Spanish and exchange their ideas freely. Students will master at least one grammar feature in each lesson in an applied way: they will have to immediately apply various grammatical structures in conversation or written/oral exercises. In order to give students more opportunity to practice speaking, each of them will also participate in at least one (team-) project during the quarter and will have to make a presentation in Spanish on a chosen topic. One of the most important objectives of the course is also to teach students how to write better in Spanish, and prepare them to use this language in their professional careers in the future. For this purpose students will have to write a short essay (a paragraph) every week. The theme of the paragraph can also be the theme of the in-class discussion. The instructor will also organize (when necessary, at least once in a semester) writing labs, where students will be correcting each other thus learning from each other’s mistakes. (MLSP-202 Beginning Spanish II or equivalent proficiency; students must take the placement exam if this is their first RIT Spanish class, and they have some prior study of Spanish). **Credits 3, Class hours 3, Lab hours 0, Spring**

### DESC- 310  Operations management

A survey of operations and supply chain management that relates to both service- and goods-producing organizations. Topics include operations and supply chain strategies; ethical behavior; forecasting; product and service design, including innovation and sustainability; capacity and inventory management; lean operations; managing projects; quality assurance; global supply chains; and the impacts of technology. Students will improve their decision-making in order to implement productivity improvements using competitive strategy. Students will understand and be able to discuss the important role of quality and its implementation in today’s business organizations, Students will discuss and implement simple design decisions related to product & service design, product reliability, process selection, capacity planning, facility layout, and location planning. Students will design and document a process and feel comfortable with the planning process of a small project. **Credits 3, Class hours 3, Lab hours 0, Fall**

### INTB- 320  Global marketing

This course focuses on marketing strategy and management within the context of multinational, international and global markets. The course recognizes the complexity of global environment and the need to investigate its various economic, social, political, cultural and legal dimensions from conceptual, methodological and applications perspectives. It then considers how these environmental factors should affect, and can be integrated into, marketing programs and strategies. The course is real-life based and consists of a combination of lectures, discussions and business cases. Additionally, students will have an opportunity to apply theoretical concepts and international best practice from the perspective of an export marketing manager through a group project. Students will have an opportunity to develop a
marketing plan for the introduction of one selected product on an export market. **Credits 3, Class hours 3, Lab hours 0, Fall**

### COMM- 253 Communication

An introduction to professional communication contexts and processes emphasizing both conceptual and practical dimensions. Participants engage in public speaking, small group problem solving and leadership, and professional writing exercises while acquiring theoretical background appropriate to understanding these skills. The student who has successfully completed the course will demonstrate the ability to communicate professionally and effectively in a variety of settings and contexts, including oral presentations, including use of PowerPoint writing targeted professional documents, including memos, e-mails, letters, and reports critical listening and nonverbal communication scenarios group exercises and projects planning and conducting meetings and recording minutes of meetings. The student will develop the ability to use clear, concise, and grammatically correct language and appropriate formats in a variety of documents, to select, organize, and deliver information in businesslike and professional presentations, and to contribute to team performance and to participate productively in meetings. **Credits 3, Class hours 3, Lab hours 0, Spring**

### MLFR- 302 Intermediate French II

This is the second course of a two-course sequence at the intermediate level. The sequence provides students with the tools necessary to increase their ability to function in French. Communicative activities, contemporary texts, vocabulary study, and grammar are used to expand all communication skills, especially oral proficiency. This sequence continues to address issues of contemporary French life and culture as well as the cultures of the Francophone world. This course is designed to help students improve their vocabulary and better use their knowledge of the French language. The primary goal of the course is to enable them to feel free to discuss various subjects/topics and express their own opinions freely, in French. Each lesson will cover one area (or one problem) of everyday life. Students will have to make a comparison between different realities: French, their own view of it and their perspective of that situation in their own country. They will learn how to converse in French and exchange their ideas freely. Students will master at least one grammar feature in each lesson in an applied way: they will have to immediately apply various grammatical structures in conversation or written/oral exercises. In order to give students more opportunity to practice speaking, each of them will also participate in at least one (team-) project during the quarter and will have to make a presentation in Frenchon a chosen topic. One of the most important objectives of the course is also to teach students how to write better in French, and prepare them to use this language in their professional careers in the future. For this purpose students will have to write a short essay (a paragraph) every week. The theme of the paragraph can also be the theme of the in-class discussion. The instructor will also organize (when necessary, at least once in a semester writing labs, where students will be correcting each other thus learning from each other”s mistakes. (MLFR-301 Intermediate French I or equivalent proficiency; students must take the placement exam if this is their first RIT French class, and they have some prior study of French). **Credits 3, Class hours 3, Lab hours 0, Spring**

### MLGR- 302 Intermediate German II

This is the second course of a two-course sequence at the intermediate level. The sequence provides students with the tools to increase their ability to function in German. Communicative activities, contemporary texts, the study of vocabulary and grammar are used to expand all communication skills, especially oral proficiency. This sequence continues to
address issues of contemporary German life and culture. This course is designed to help students improve their vocabulary and better use their knowledge of the German language. The primary goal of the course is to enable them to feel free to discuss various subjects/topics and express their own opinions freely, in German. Each lesson will cover one area (or one problem) of everyday life. Students will have to make a comparison between different realities: German, their own view of it and their perspective of that situation in their own country. They will learn how to converse in German and exchange their ideas freely. Students will master at least one grammar feature in each lesson in an applied way: they will have to immediately apply various grammatical structures in conversation or written/oral exercises. In order to give students more opportunity to practice speaking, each of them will also participate in at least one (team-) project during the quarter and will have to make a presentation in German on a chosen topic. One of the most important objectives of the course is also to teach students how to write better in German, and prepare them to use this language in their professional careers in the future. For this purpose students will have to write a short essay (a paragraph) every week. The theme of the paragraph can also be the theme of the in-class discussion. The instructor will also organize (when necessary, at least once in a semester) writing labs, where students will be correcting each other thus learning from each other’s mistakes. (MLGR-301 Intermediate German I or equivalent proficiency; students must take the placement exam if this is their first RIT German class, and they have some prior study of German. Credits 3, Class hours 3, Lab hours 0, Spring

MLIT-302  Intermediate Italian II

This is the second course of a two-course sequence at the intermediate level. The sequence provides students with the tools to increase their ability to function in Italian. Communicative activities, contemporary texts, and the study of vocabulary and grammar are used to expand all communication skills, especially oral proficiency. This sequence continues to address issues of contemporary Italian life and culture. This course is designed to help students improve their vocabulary and better use their knowledge of the Italian language. The primary goal of the course is to enable them to feel free to discuss various subjects/topics and express their own opinions freely, in Italian. Each lesson will cover one area (or one problem) of everyday life. Students will have to make a comparison between different realities: Italian, their own view of it and their perspective of that situation in their own country. They will learn how to converse in Italian and exchange their ideas freely. Students will master at least one grammar feature in each lesson in an applied way: they will have to immediately apply various grammatical structures in conversation or written/oral exercises. In order to give students more opportunity to practice speaking, each of them will also participate in at least one (team-) project during the quarter and will have to make a presentation in Italian on a chosen topic. One of the most important objectives of the course is also to teach students how to write better in Italian, and prepare them to use this language in their professional careers in the future. For this purpose students will have to write a short essay (a paragraph) every week. The theme of the paragraph can also be the theme of the in-class discussion. The instructor will also organize (when necessary, at least once in a semester) writing labs, where students will be correcting each other thus learning from each other’s mistakes. (MLIT-301 Intermediate Italian I or equivalent proficiency; students must take the placement exam if this is their first RIT Italian class, and they have some prior study of Italian). Credits 3, Class hours 3, Lab hours 0, Spring

MLSP-302  Intermediate Spanish II

This is the second course in the Intermediate Spanish sequence (second year). Intermediate Spanish II is a composition course, emphasizing grammar re-view, composition, business-
letter writing, Spanish for the Professions, and culture, while also including work in speaking and listening. The basic skills learned in the first year courses are now put into practice. In addition to the language work, there is significant work on cultural topics of Spanish-speaking countries at the intermediate level. (MLSP-301 Intermediate Spanish I or equivalent proficiency; students must take the placement exam if this is their first RIT Spanish class, and they have some prior study of Spanish) Class 3, Credit 3 (S) This course is designed to help students improve their vocabulary and better use their knowledge of the Spanish language. The primary goal of the course is to enable them to feel free to discuss various subjects/topics and express their own opinions freely, in Spanish. Each lesson will cover one area (or one problem) of everyday life. Students will have to make a comparison between different realities: Spanish, their own view of it and their perspective of that situation in their own country. They will learn how to converse in Spanish and exchange their ideas freely. Students will master at least one grammar feature in each lesson in an applied way: they will have to immediately apply various grammatical structures in conversation or written/oral exercises. In order to give students more opportunity to practice speaking, each of them will also participate in at least one (team-) project during the quarter and will have to make a presentation in Spanish on a chosen topic. One of the most important objectives of the course is also to teach students how to write better in Spanish, and prepare them to use this language in their professional careers in the future. For this purpose students will have to write a short essay (a paragraph) every week. The theme of the paragraph can also be the theme of the in-class discussion. The instructor will also organize (when necessary, at least once in a semester) writing labs, where students will be correcting each other thus learning from each other’s mistakes. Credits 3, Class hours 3 Lab hours 0, Spring

PSYCH-221 Abnormal Psychology

This course will serve as an introduction to the study of psychopathology and mental illness. The course examines the major categories of mental disorder not only from the descriptive point of view, but also in terms of the major theoretical explanations of the causes of disorder. The major treatment modalities also are covered. At the end of the course the student will be able to:

1. Explain abnormal vs. normal behaviors in historical, social, and cultural contexts (quizzes, final exam, case studies).
2. Compare and contrast a wide variety of behavior patterns that are labeled as “abnormal” (quizzes, final exam, case studies).
3. Identify the various diagnostic categories in the DSM-V (quizzes, final exam, case studies).
4. Apply course concepts to real world situations and clinical cases (quizzes, final exam, case studies).
5. Recognize the integrative approach to psychopathology including: Biological, Psychological, Behavioral, Cognitive, and Humanistic Models (quizzes, final exam, case studies).
6. Describe the process of mental health assessment (case studies).
7. Describe the etiology associated with various disorders (quizzes, final exam)
8. Illustrate the best treatment methods for specific disorders (quizzes, final exam, case studies).
9. Analyze and evaluate a psychological disorder, mental health issue, and/or or mental health setting (case studies). Credits 3, Class hours 3, Lab hours 0, Fall
<table>
<thead>
<tr>
<th>ENGL-210</th>
<th>Literal and cultural studies</th>
</tr>
</thead>
</table>

ENGL-210 Literary and Cultural Studies Students will study literary and cultural texts selected from traditional literature to contemporary media and culture (including mythology, poetry, plays, novels, film, graphic novels, television, and digital literature). Students will analyze these texts from a variety of perspectives and become familiar with the history of debates about literature and/or culture as arenas of human experience. Individual sections will vary in their foci. Course Objectives and learning outcomes to develop analytical skills through reading, discussion, and writing, to develop critical thinking skills through close reading of literary texts, cultural artifacts, and critical/analytical essays on these subjects, to introduce the skills, principles, and terminology of literary interpretation, to gain an appreciation for the art and politics of literary and cultural representations to develop an awareness of the correlation between literary and cultural artifacts, and their social and cultural contexts, to gain a broad understanding of genres in literary, oral, aural, and visual media as well as how these genres can interact with one another, to become familiar with scholarly and popular debates over literary canons, critical analysis, and cultural studies.

Credits 3, Class hours 3, Lab hours 0, Fall
YEAR 4

Dear students please find on the following pages sample of course descriptions for International Business program, offered at RIT Croatia, Zagreb campus in the Senior year.

*This is a sample of how your schedule would look like if you enroll in Fall or Spring semester of your Senior year (please note that you will work individually with your academic advisor on creating your study plan):

<table>
<thead>
<tr>
<th>Term: Fall 4</th>
<th>Course Number &amp; Title</th>
<th>CR</th>
<th>LAS</th>
<th>Maj</th>
<th>New Prerequisite(s)</th>
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<tr>
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<td>INTB-550 Global Entry</td>
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<td>3</td>
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<td>MKTG-230</td>
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<tr>
<td></td>
<td>Co-Major/Minor: MKTG-360 Professional Selling</td>
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<td>x</td>
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<td>LAS Perspective 6 (Scientific Principles)</td>
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<thead>
<tr>
<th>Term: Spring 4</th>
<th>Course Number &amp; Title</th>
<th>CR</th>
<th>LAS</th>
<th>Maj</th>
<th>New Prerequisite(s)</th>
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<tbody>
<tr>
<td></td>
<td>MGMT-560-Strategy and Innovation</td>
<td>3</td>
<td>X</td>
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<td>MGMT-215, MKT-230, FINC-220, DECS-310, senior status</td>
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<td></td>
<td>GE Elective</td>
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<td>x</td>
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<tr>
<td></td>
<td>Institute Elective</td>
<td>3</td>
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<td>LAS, Maj, or other</td>
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<td>Co-Major/Minor: MKTG-320 Internet Marketing</td>
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<td></td>
<td>Co-Major/Minor: MKTG-370 Advertising and Promotion</td>
<td>3</td>
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</tbody>
</table>

Term credit total: 15 6 9

Course numbering: RIT courses are generally referred to by their alphanumeric registration label. The four alpha characters indicate the discipline within the college. The final three digits are unique to each course and identify whether the course is noncredit (less than 099), lower division (100-299), upper division (300-599), or graduate level (600 and above).

Unless otherwise noted, the following courses are offered annually. Specific times and dates can be found in each semester's schedule of courses.
Prerequisites/corequisites are noted in parentheses near the end of the course description.
FINC-352  Managing assets and liabilities

The objective of this course is to introduce students to the theory and practice of the management of assets and liabilities. The course includes advanced approach to determining cost of capital and project cash-flow analysis. The course delivers a deeper understanding of optimal capital structure and how firms make payout decisions. It will also include selected special topics in financial management: hybrid financing, mergers and acquisitions, and issues related with bankruptcy. Specifically the course will cover: Cost of debt and cost of equity; weighted average cost of capital (WACC), Capital budgeting: determining relevant cash flow, decision rules in capital budgeting (NPV, IRR, Equivalent Annuity, Profitability Index), Sensitivity, scenario and break-even analysis, Real options in capital budgeting process, Optimal capital structure (MM theory, the tradeoff between costs and benefits issuing debt), Payout policy, Raising external equity capital, Lease financing, Project financing. Special topics (M&A, bankruptcy…) Credits 3, Class hours 3, Lab hours 0, Fall

MGMT-310  Leadership in organization

This course will introduce students to key aspects of contemporary leadership in organization. Course is designed in a way to facilitate two parallel processes. Students will survey key leadership theories and figures throughout the business landscape and at the same time develop awareness and gain knowledge about their own leadership potential needed to excel on challenging business market. The objective of this course is for students to develop their leadership skills and know how that will support effective and efficient completion of entrusted business tasks. Students will learn about major impediments to effective leadership behavior and approaches on how to cope with them. The knowledge and skills acquired throughout this course will have a much wider appeal then purely within the business landscape. Credits 3, Class hours 3, Lab hours 0, Spring

MGMT-320  Managerial skills

This course is focused on analyzing and improving skills of individuals in pursuing effective and efficient completion of business tasks. At its essence, the course will focus on developing a set of skills that is most often used in business environment, hence the name Managerial skills, but the same set of skills can be applied to numerous other life situations, from sports to personal relationships in order to facilitate better outcomes. Every individual has some innate capabilities that predispose him to excel better in some areas or tasks than in others. Rarely an individual possesses a high level of competence in numerous skills that everyday management practice requires. The purpose of this course is to help students upgrade their level of competence across different managerial skills needed to succeed in challenging and ever-changing contemporary business environment. This course aims to introduce students to various skills required in today’s business landscape. Next to introducing different skills required within the business landscape, students will assess their level of proficiency with respect to each skill and they will be exposed to scenario exercises and case study analyses in order to develop and learn the skills in which they need to excel. Credits 3, Class hours 3, Lab hours 0, Spring

INTB-550  Global entries and competition strategies

This course explores the strategic challenges faced by businesses operating in a global environment. It emphasizes the development of strategies under differing perspectives, globalization or regionalization of competitive marketplace, creating value for the firm globally, entry mode management, global CSR and governance. The capstone experience for
IB majors to integrate functional knowledge and examine business and corporate decision making in global and regional business environment. To this end students will learn to: Identify, distinguish, classify, and evaluate the unique characteristics, opportunities, challenges, institutions, and approaches associated with corporate and business strategy in global and regional environments. Derive and formulate corporate and business strategies in global and regional environments. Explain and interpret current and potential future issues that may impact global and regional strategies. **Credits 3, Class hours 3, Lab hours 0, Fall**

### MKTG-350 Buyer behavior

This course provides an in-depth study of consumer buying behavior from a marketing perspective. All marketing decisions and regulations are based on assumptions about buyer behavior. This course will provide the student with buyer behavior concepts and theories and provide insights how can they be applied to marketing strategy development and business problem solving. The focus of the course will be on internal and external influences on self-concept and lifestyle, and the consumer decision making process. After completing this course, students should: Demonstrate understanding of the internal and external influences on consumer self concept and lifestyle; Demonstrate understanding of consumer decision making process; Be able to apply consumer behavior concepts to marketing strategy development and problem solving; Improve ability to execute the marketing process; Enhance skills in analytical and critical thinking and business writing. **Credits 3, Class hours 3, Lab hours 0, Fall**

### MKTG-360 Professional selling

This course focuses on the sales process, especially from the personal selling aspects. Selling concepts, tools, strategies, and tactics will be discussed as they apply to both external and internal customers. Students will learn, through both didactic and experiential learning, about some of the problems faced as well as the rewards earned by those in professional sales. Customer relationship management/partnering with customers and truly seeking to meet their requirements/delight them will be discussed as key to successful long-term selling. The aim of this course is to provide students with the relevant marketing theories applied within the context of professional selling. **Credits 3, Class hours 3, Lab hours 0, Fall**

### FINC-430 Advance finance and corporate planning

This course focuses on the strategic financial management of the corporation. The course includes advanced approach to financial analysis and evaluation of applied financial problems. Topics include working capital management, financial statement and ratio analysis, valuation, capital budgeting decisions and risk management. Class time may be spent in the computer lab to assist in successful completion of the applied problems. Specifically the course will cover: Financial ratio analysis for firm and industry analysis ; Using EVA as a performance metric; Construct financial models in Excel utilizing historical financial statements as source data; Conduct capital budgeting analysis in Excel utilizing various operating assumptions; Determine value using DCF and other methods; Use investment criteria in decision making; The link between value and strategy; How to measure the value of an organization as it currently exists; Financial analytical tools to correctly assess value enhancing investments; Different approaches to incorporate risk in management investment decisions. **Credits 3, Class hours 3, Lab hours 0, Spring**

### FINC-362 Intermediate investments

This course delivers a rigorous study of financial instruments (stocks, bonds, and derivatives), as well as the modern theory of portfolio management and its applications. The course covers portfolio construction, asset pricing models, and mutual fund analysis.
Security valuation and management of investment strategies are major topics present throughout the course. A fundamental objective of the course is to enable students to gain a robust familiarity with approaches that can be used in the analysis of broad classes of financial assets and markets. Such skills are indispensable to investment analysis in an economic environment characterized by an unprecedented amount of financial innovation, both in creation of new securities and in development and evolution of financial institutions. After completing this course, students will be provided with deeper understanding of fundamental concepts and theories in the investment field. More specifically, the course will include: how financial markets work; modern portfolio theory and asset pricing models; evaluation of securities (including bonds, stocks, and options); efficient market hypothesis and behavioral finance. **Credits 3, Class hours 3, Lab hours 0, Fall**

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Description</th>
<th>Credits</th>
<th>Class hours</th>
<th>Lab hours</th>
<th>Session</th>
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<tbody>
<tr>
<td>MGMT-560</td>
<td>Strategy and innovation</td>
<td>Strategy is the art of winning. This course is designed to provide you with an understanding of strategy and strategic management, an understanding which allows you to win as you compete in the world of business. You should expect to come away with a framework for analyzing, understanding, and successfully managing any enterprise. The skills and principles you learn in this course will apply to any career, at every managerial level. The capstone course for International Business students that combines analytical tools and strategic concepts in order to identify competitive capabilities of a business and formulate viable strategies for achieving business goals. <strong>Credits 3, Class hours 3, Lab hours 0, Spring</strong></td>
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<tr>
<td>MKTG-370</td>
<td>Advertising and promotions</td>
<td>The focus of this course is on the communications aspects of marketing. Therefore, this course offers an in-depth view of tools of promotion management: advertising, sales promotion, public relations, personal selling, direct marketing and Internet marketing as well as new and alternative media. Basic concepts of how to use print, broadcast, Internet and out-of-home media are studied. Planning, budgeting, creative strategy and the roles of advertising agencies are also covered. The main objective of this course is to provide students with the relevant and contemporary theories and pragmatic concepts necessary to master promotion and advertising management. <strong>Credits 3, Class hours 3, Lab hours 0, Spring</strong></td>
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<td>FINC-420</td>
<td>Finance in global environment</td>
<td>This course discusses the problems posed by the international financial environment in which corporations operate. In particular, students learn to quantify and manage risks arising from shifting exchange rates. The course also includes topics such as exchange rate systems, international trade finance, international capital budgeting, country risk analysis and long-term international financing. Specifically the course will cover: Analysis of the goals of corporate governance from an international perspective; Comparative analysis of exchange rate regimes; Measuring and managing foreign exchange exposure; How a firm can use global capital markets to minimize its cost of capital and maximize its access to capital; Assessment and management of political risk; Capital budgeting in a global environment. <strong>Credits 3, Class hours 3, Lab hours 0, Spring</strong></td>
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<td>MKTG-320</td>
<td>Internet marketing</td>
<td>Internet marketing is critical to an organization’s overall strategy. This course focuses on tactics and strategies that enable marketers to fully leverage the Internet. Topics include the overall Internet marketing landscape, technologies, customer segmenting and targeting, search, analytics and emerging Internet-marketing platforms. This course aims to introduce students with the marketing strategies and programs marketers apply in the context of internet marketing. <strong>Credits 3, Class hours 3, Lab hours 0, Spring</strong></td>
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This course is an introduction to the basic concepts in human resource management (HRM), with an emphasis on developing HRM skills that are important to any manager, not only to those who plan to work in the HRM functional area. It is not intended to prepare one to be a human resource specialist, but rather aims to provide one with an overview of human resource management and the context in which it operates. The course emphasizes experiential learning and interactive discussions, in order to provide a level of learning beyond simple content knowledge in the HRM field. Instructional methods will include readings, mini-lectures, discussions, case analyses, and exercises. (MGMT-215, junior status) Credit 3, Class hours 3, Lab hours 0, Fall