DIVISION OF BUSINESS FACULTY MANUAL

October 1, 2010
Updated – January 2, 2012

DIVISION OF BUSINESS
FACULTY MANUAL

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Section 1 ORGANIZATION

1.1 DIVISION MISSION STATEMENT

The Division of Business provides a quality, student-centered learning environment to prepare students to be competent, ethical business professionals, entrepreneurs and leaders in the regional workplace and in the world. The division accomplishes this by offering quality education delivered by qualified, involved faculty dedicated to continuous improvement processes in order to prepare our alumni to contribute to the intellectual and economic vitality of regional stakeholders and beyond.

APPROVED: August 14, 2009

1.2 DIVISION VISION STATEMENT

As a regional leader in educating students to become business professionals and leaders, the Division of Business is committed to providing quality student-centered programs that will be professionally accredited within the next five years.

APPROVED: August 14, 2009

1.3 DIVISION VALUES STATEMENT

The following nine Core Values guide the thinking, actions and governing processes of the Division of Business and its administrators, faculty, and staff:

COMMUNICATION
Communication skills are vital to any competent, ethical business professional, entrepreneur or leader; therefore, the Division of Business values the development of communication skills.

CONTINUOUS IMPROVEMENT
One key factor in the success of any organization is continuous improvement. This accomplished through self-reflection, assessment, benchmarking, creativity, focus, strategic planning, critical thinking and willingness to change.

CRITICAL THINKING
Critical thinking is essential to success in life, no matter how success is defined. The Division of Business encourages, develops and rewards students who demonstrate critical thinking skills. Critical thinking includes elements of creativity, individuality, mutuality, ethical reasoning, initiative, problem-solving, and explaining/justifying positions.

ETHICAL CONDUCT
In order to develop ethical business professionals, entrepreneurs and leaders, the Division's administrators, faculty and staff must conduct themselves in an ethical manner.

FOCUS
The Division of Business is focused on providing the best possible education to the students majoring or minoring in Business disciplines or taking Division of Business classes.

PROFESSIONALISM
Professionalism combines many values such as collegiality, integrity, self-discipline, collaborative attitude, initiative, stewardship and social responsible behavior. In an academic environment shared governance is also part of professionalism.

SCHOLARSHIP
As a student-centered teaching institution, scholarly activity is essential for faculty to remain current in their profession and to provide the highest quality education to our students.

SERVICE
The faculty of the Division of Business provides leadership and service to their university, division, profession and communities.

TOLERANCE
The faculty of the Division of Business values unconditional acknowledgment and acceptance of others as persons, regardless of their background, ethnicity, gender or beliefs. Tolerance is the core value for diversity.

APPROVED: July 8, 2010

1.4 DIVISION ORGANIZATIONAL CHART

NORTHWESTERN OKLAHOMA STATE UNIVERSITY
BUSINESS DIVISION ORGANIZATIONAL CHART

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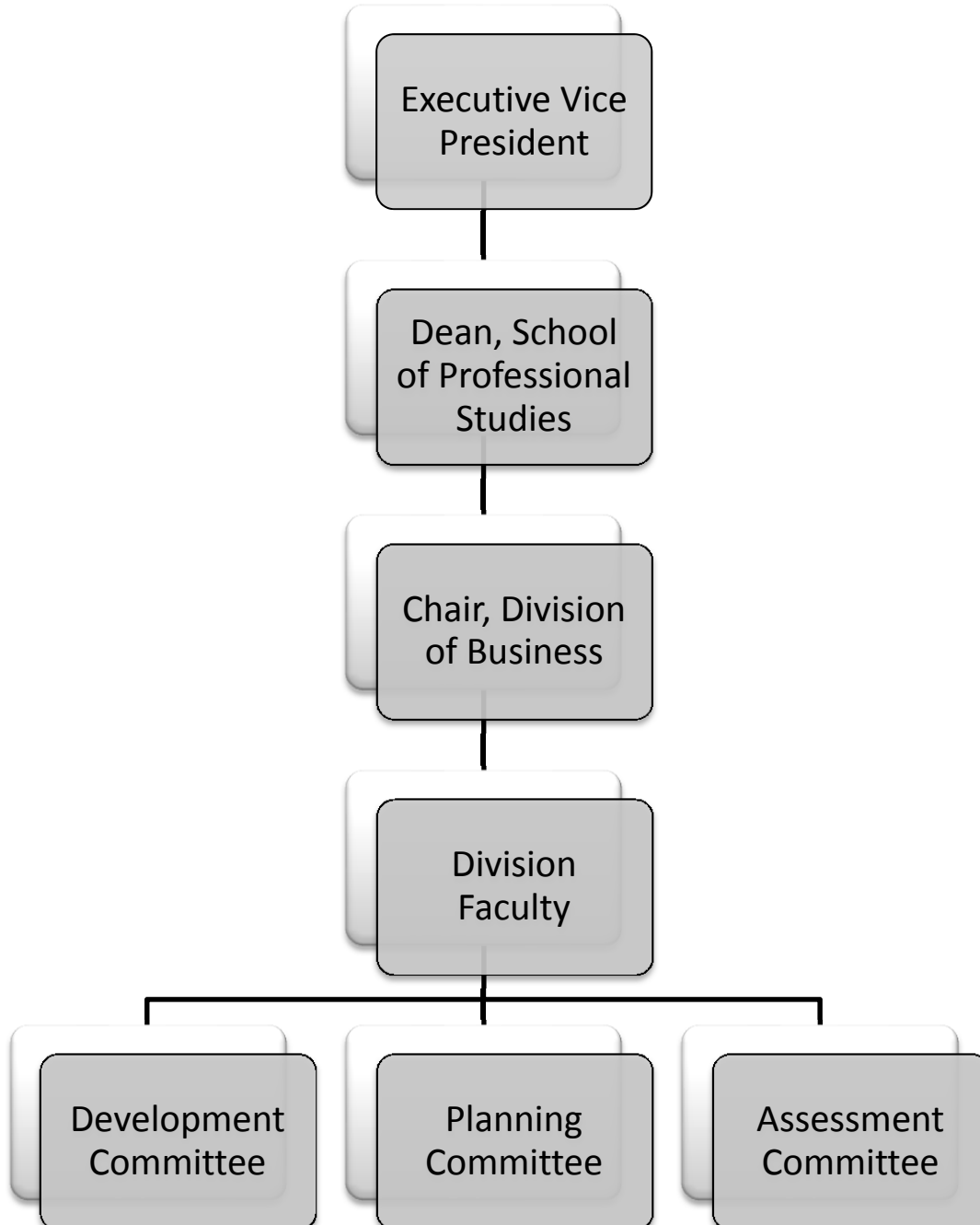
APPROVED: August 14, 2009

1.5 DIVISION GOVERNANCE STRUCTURE

1.5.1 DIVISION COMMITTEES
1.5.1.1 ASSESSMENT COMMITTEE

The Assessment Committee is responsible for developing the overall Program assessment process for all degree programs offered by the division. Once the assessment process is developed, the committee is responsible for implementation. Each year the committee will review the program assessment data and report the results, observations, conclusions and recommendations to the division faculty. The committee must document how the assessment data was used and what actions occurred because of the assessment results. The report shall include five-year trend data.

In addition, the committee should collect the data on learning objectives assessment for each class. In its annual report the committee should also report on the assessment of class learning objectives.

As part of the assessment process the committee must determine methods for benchmarking, both internal and external. The results of benchmarking should be included in the annual report to the faculty.

Three division faculty members shall be appointed by the division chair to this committee. The division chair should appoint one faculty member of the committee as chair. The division chair shall be a voting ex-officio member of this committee.

1.5.1.2 PROFESSIONAL DEVELOPMENT COMMITTEE

The Professional Development Committee is responsible for matters associated with professional accreditation that are not assigned to another committee. Once accreditation is attained, the committee is responsible to monitor the division policies, practices and procedures to assure compliance with professional accreditation standards.

The committee also is responsible to organize faculty development programs each semester. The committee should document in its minutes the activities it presents.

Finally, the committee will serve as the scholarship committee for the division. In this capacity the committee will be responsible for administering the business programs scholarships and making recommendations as to whom the scholarships should be awarded. The committee will be responsible for the award ceremony.

Three division faculty members shall be appointed by the division chair to this committee. The division chair should appoint one faculty member of the committee as chair. The division chair shall be a voting ex-officio member of this committee.

1.5.1.3 PLANNING COMMITTEE

The Planning Committee is responsible for strategic planning. This includes suggesting modifications to the division's mission statement, vision statement, values statement, development of departmental non-academic goals and objectives, and annual review of the division's performance regarding mission, goals and objectives. The committee shall report its findings and recommendations to the division faculty.

The Planning Committee also acts as the division's curriculum committee. In this regard the committee considers all suggested curriculum changes and makes recommendations to the division chair.

Finally, the Planning Committee is responsible for stakeholder outreach. The committee should suggest and organize outreach activities.

Three division faculty members shall be appointed by the division chair to this committee. The division chair should appoint one faculty member of the committee as chair. The division chair shall be a voting ex-officio member of this committee.

APPROVED: August 14, 2009

1.6 DIVISION PROCESSES

1.6.1 CURRICULUM REVISION PROCESS

All proposed curriculum revisions, regardless of the source, shall be considered by the Planning Committee. The committee shall consider the changes and make a recommendation to the division faculty to adopt, modify or reject.

The division faculty shall meet and consider the committee's recommendation(s). By majority of vote of the faculty members voting, the faculty should adopt, modify or reject the committee's recommendation. The faculty's recommendation goes to the division chair.

The division chair shall review the faculty's recommendation. The division chair should make recommendation (adopt, modify, reject) regarding the curriculum change to the dean of the School of Professional Studies. The chair may also refer the proposal back to the faculty for modification.

If the dean approves the change, the dean should forward the curriculum recommendation to the university's curriculum review process.

Curriculum Modification Process

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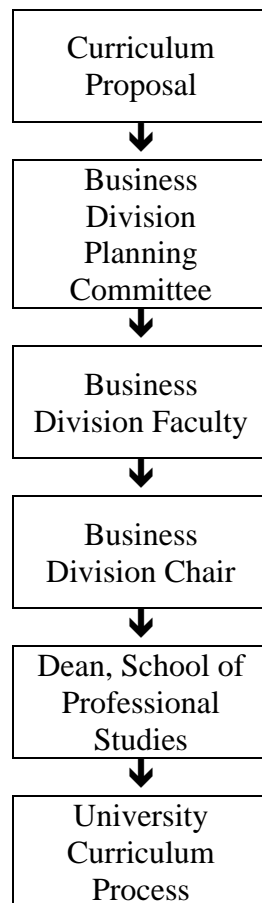
APPROVED: April 30, 2010

1.6.2 FACULTY HIRING PROCESS

1.6.2.1 Fulltime Faculty

Pre-Interview

1. The Division Chair will select members of a search committee and name a committee chair.

2. The search committee may wish to have a discussion about what qualities they are looking for in candidates. The committee will draft a proposed job description/announcement for consideration by the division chair and dean of the School of Professional Studies.

3. Application materials should include, at a minimum, letter of interest, vita/resume, unofficial copies of all graduate education transcripts, statement of teaching philosophy, identity and contact information for at least five references, and syllabi for all courses taught the prior two academic semesters.

4. The dean of the School of Professional Studies will supply the Executive Vice President with a job description/announcement of the vacant position.

5. The Executive Vice President will make the appropriate contacts to publicize the vacancy in appropriate national, regional, local, and professional publications.

6. All applications should be sent to the office of the dean of the School of Professional Studies or Executive Vice President. The dean of the School of Professional Studies or Executive Vice President will send each applicant a letter of acknowledgement that materials have been received.

7. The search committee chair or members of the selection committee should contact references listed for each candidate being considered for an interview.

8. The search committee, as a whole or in part, may conduct initial telephone interviews with candidates as part of the preliminary search process. In any particular search, the committee will develop a standardized list of questions that will be asked of each candidate in the telephone interview.

9. The search committee will review all applications and make recommendations to division chair for candidates to interview. The committee chair will make a brief written justification for the recommendations. Priority of consideration will be given as follows:

   I.   Academic Preparation

          a.   Candidates with terminal degrees in the appropriate discipline(s) should receive highest consideration.

b. Candidates with a terminal degree in a different discipline but who have the necessary credentials to be considered academically or doctorally qualified in the appropriate discipline, based on professional accreditation standards.

c. Masters level (non-terminal) candidates who because of education, scholarly activity or experience would be deemed professionally qualified under the professional accreditation standards. This includes candidates who are ABD in the appropriate discipline.

d. Other masters level (non-terminal) candidates should have exceptional expertise in the discipline in order to be considered.

e. The following candidates should not be considered:

   i. Individuals with only a bachelor's degree

   ii. Individuals with an out-of-field masters degree without the necessary education, certification or experience to be considered professionally qualified based on professional accreditation standards.

II. Experience

a. Consideration should be given to relevant, applicable business/industry experience.

b. Teaching experience, including online and ITV experience, should be taken into consideration when evaluating applicants.

c. To a lesser extent, academic research record or the propensity to engage in appropriate scholarly activities should be considered. However, research should not be used to justify a candidate with a record of unacceptable academic preparation or business/industry or teaching experience.

III. Professionalism/Collegiality

a. Professionalism includes such charecteristics as ethical behavior, appropriate attire/grooming, proper behavior, promptness, respect and appropriate communication skills.

b. Collegiality includes the appropriate and cooperative interaction with colleagues, including a proper personality fit with the faculty.

10. The division chair will review the applicants for interview recommended by the committee. The division chair shall forward the committee's recommendation to the dean of the School of Professional Studies along with any comments or recommendations the division chair desires to add.

11. Upon approval of the dean, the search committee chair will contact each applicable candidate to schedule interviews.

12. It would be helpful to have each candidate selected for an interview write a statement of his/her teaching philosophy and how it fits with Northwestern's mission statement.

Interview

1. As possible, separate interview sessions should be scheduled with the search committee, division faculty, the division chair, the dean of the School of Professional Studies, the Executive Vice President, and the President. The division chair, the dean, the Executive Vice President, and the President should all be given copies of the candidate's application materials prior to the interview.

2. Each candidate should make a presentation or a lecture as a part of the interview process to demonstrate teaching ability.

3. Each candidate should meet privately with a group of students from business programs, without any faculty or administrator present.

4. Candidates who are not familiar with the campus and community should be given tours, if desired.

5. During the interview, avoid questions about race, age, sexual orientation, medical conditions or disabilities, marriage status, family, or citizenship. However, candidates may be asked if there is any part of the job that they would not be able to perform, and if they are eligible to work in this country. Keep all questions job-related.

6. Fundamental questions asked of interviewees should be the same for all candidates for the same position. Consistency in the interview process should be maintained.

Post-Interview

1. The search committee, based on their personal observations, credential review and input from the Business faculty and students involved in meeting the candidate, will recommend to the Division Chair which candidate they prefer be hired, along with written justification. If more than one candidate is interviewed, the committee should rank the candidates in order of preference. If the committee believes one or more of the candidates should not be hired, the committee should include that in their recommendation. The Division Chair will report the recommendation of the committee to the Dean, adding his/her own recommendation.

2. The Dean may accept or reject the recommendation of the committee.

3. If needed, the Dean may ask the search committee to re-evaluate their selection and submit another name.

4. Once the search committee, division chair and the Dean have agreed on one candidate to recommend for hire, the Dean will submit the nomination to the Executive Vice President who also has the authority to accept or reject the nomination.

5. Once the Dean and the Executive Vice President have agreed on a successful candidate the Executive Vice President will submit the name to the President.

6. The President also has the right to accept or reject any candidate.

7. Once the President has approved a successful candidate, the dean will contact the candidate with a soft or conditional offer contingent upon a satisfactory background check and approval by the regents. The candidate will be directed to Human Resources to sign a waiver as soon as possible so the screening can be initiated. Upon a favorable screening, the Executive Vice President will contact the candidate with an official job offer. The offer is to be made subject to approval by the Board of Regents. No other person (with the exception of the President) has the authority to formally offer any faculty position.

8. The successful candidate will respond in writing to the Executive Vice President his/her acceptance of the job offer.

9. Recommendation for employment will be sent to the Board of Regents for final approval.

10. In the event the search process does not produce an acceptable candidate or the candidate chosen declines the job offer the Dean will recommend to the Executive Vice President whether to make an offer to the search committee's second choice, to reopen (and/or re-advertise) the position, or to discontinue the search.

11. The search committee will make every effort to support a culturally diverse faculty.

Post-Hire

1. Once a successful candidate has accepted a job offer in writing, the dean of the School of Professional Studies or Executive Vice President will notify all other candidates that the position has been filled.

2. The Dean will complete an Employee Transaction form for the new hire.

3. The new hire will need to complete appropriate paperwork in the Human Resources office, plus a personal data form in the President's office. The new hire must timely provide official transcripts of all graduate coursework, mailed directly to NWOSU, to the President's Office.

4. The Division Chair will meet with the new hire as soon possible to begin orienting him/her to the new position.

5. The Executive Vice President will hold all records pertaining to the hire for a period of five years.

1.6.2.2 Adjunct Faculty

The division chair shall be responsible for the hiring of adjunct faculty. In selecting adjunct faculty, the division chair shall take into consideration the same qualifications used in the selection process of fulltime faculty. These considerations include academic qualification, experience, and professionalism. In addition, when hiring an adjunct to teach online classes only, the division chair should also consider an applicant's training and experience in teaching online classes.

The division chair shall make recommendation to the dean of the School of Professional Studies regarding the hiring of adjunct faculty.

APPROVED: July 7, 2011

1.7 STUDENT ADVISORY COUNCIL (SAC)

In an effort to assure proper communication between students and faculty, the division will sponsor the Student Advisory Council (SAC). Each full-time Business faculty member, including the division chair, shall select a student representative to the SAC. The division chair shall appoint additional student representatives if not all campuses and/or majors and minors are represented by the faculty selections. All members of the SAC shall serve a term coinciding with the academic year. The SAC shall meet at least once a semester.

APPROVED: April 30, 2010

1.8 BUSINESS ADVISORY COUNCIL

The Business Advisory Council shall be composed of representatives from the local business community in the NWOSU service area. The division chair shall invite individuals to participate. The division shall seek input from the committee regarding the division, its programs and quality of education. The council should meet at least once a semester.

APPROVED: APRIL 30, 2010

SECTION 2 STRATEGIC PLAN

2.1 PROGRAM GOALS

The division has adopted the following goals regarding all Business Programs and for specific Business degree programs:

2.1.1 GOALS FOR ALL PROGRAMS WITHIN THE DIVISION OF BUSINESS
1. Each graduating student should have basic knowledge of the various disciplines in business.
2. Each graduating student should have well developed communication skills and be competent in the use of technology.
3. Each graduating student is expected to think critically.
4. Each graduating student is expected to possess good interpersonal skills.
5. Each graduating student should have the ability to formulate good ethical judgments.

2.1.2 GOALS FOR SPECIFIC DEGREE PROGRAMS WITHIN THE DIVISION OF BUSINESS
2.1.2.1 ACCOUNTING GOALS:
1. Each graduating student should have appropriate accounting software skills.
2. Each graduating student should know the accounting standards of the accounting profession.
3. Each graduating student should know the code of conduct required by certifying bodies.

2.1.2.2 BUSINESS ADMINISTRATION GOALS:
1. Each graduating student should have in-depth knowledge of at least one business discipline.
2. Each graduating student should be able to demonstrate the necessary skill to identify, conceptualize, diagnose, evaluate, and analyze business problems.

2.1.2.3 ORGANIZATIONAL LEADERSHIP GOALS:
1. Each graduating student should be able to integrate prior work experience with complementary knowledge of business principles gained in an academic environment.
2. Each graduating student should be able to demonstrate the necessary skill to identify, conceptualize, diagnose, evaluate, and analyze business problems.

2.1.2.4 TECHNICAL MANAGEMENT GOALS:

1. Each graduating student should have added complementary knowledge of business principles to the skills gained from their career specialty.
2. Each graduating student should be able to demonstrate the necessary skill to identify, conceptualize, diagnose, evaluate, and analyze business problems.

APPROVED: October 2, 2009

2.2 DIVISION STRATEGIC PLAN

The current strategic plan for the Division of Business is attached as Appendix A.

SECTION 3 POLICIES

3.1 ETHICAL BEHAVIOR

3.1.1 FACULTY CODE OF ETHICS.

DIVISION OF BUSINESS

FACULTY CODE OF ETHICS

An organization's actions must be driven by and act consistently with its mission. Therefore, the Division of Business is responsible to comply with the mission of the University and the Division.

The Northwestern Oklahoma State University mission statement provides:

> Northwestern Oklahoma State University is a community of learners that includes students, teachers, staff, administrators, and area citizens advancing learning excellence and preparing its members for service as leaders and entrepreneurs in the changing climate of northwest Oklahoma and the world.

The Division of Business mission statement provides:

> The Division of Business provides a quality, student-centered learning environment to prepare students to be competent, ethical business professionals, entrepreneurs and leaders in the regional workplace and in the world. The department accomplishes this by offering quality education delivered by qualified, involved faculty dedicated to improvement processes in order to prepare our alumni to contribute to the intellectual and economic vitality of regional stakeholders and beyond.

As a community of learners in a student-centered learning environment, faculty, staff and students should strive to support and enrich the learning environment. It is the mission of the Division to develop ethical business professionals, entrepreneurs and leaders. In order to be successful, it is important that students, professors and staff of the Division of Business abide by a code of ethics.

Business faculty members have several potential roles – university representative, administrator, educator, scholar, and colleague. A faculty code of ethics should be centered on professional conduct in each of these functions. All professors/instructors, full time or part time, teaching classes offered by the Division of Business are required to read and agree to the terms of this Faculty Code of Ethics.

 As members of the faculty and administration of the Division of Business and Northwestern Oklahoma State University, we shall strive to:

- Accept obligation to honor and defend academic freedom.
- Practice intellectual honesty.
- Act in a manner that will contribute positively to the overall mission and vision of the Division of Business and enhance personal and school reputation.
- Accept a fiduciary relationship with the University based on loyalty, trust, good faith, and candor in performing job-related duties. In order to avoid conflict of interest or appearance of such, we will avoid all situations in which our interests or business dealings could be seen as in conflict with those of the Division of Business.
- Adhere to the stated regulations of the institution and applicable federal, state and local laws while we maintain the right to criticize and seek revision.
- Respect and safeguard confidential information.
- Avoid any mistreatment, harassment, or discriminatory treatment (based on race, color, religion, national origin, sex, age, disability or sexual orientation) of students, faculty, administration, or staff or the appearance thereof.

As educators, we shall strive to:
- Promote excellence and the free pursuit of learning in our students.
- Demonstrate respect for students as individuals and adhere to our proper roles as intellectual guides and counselors.
- Make every reasonable effort to foster honest academic conduct and to assure that evaluation, promotional, and disciplinary decisions for students reflect students' true merit.
- Remain reasonably accessible to students.

As scholars and researchers, we shall strive to:
- Remain current in our fields of expertise and in the general business environment.
- Propose, conduct, and report research with integrity and with the highest ethical standards.
- Avoid any exploitation of students for our private advantage and acknowledge assistance from them.

As colleagues, we shall strive to:
- Be objective and unbiased in our conduct with colleagues.
- Show civility, courtesy, and respect towards others.
- Accept our share of faculty responsibilities for the governance and operations of our school, institution, and profession.

As members of our community, we shall strive to:
- Avoid creating the impression of speaking or acting on behalf of the Division of Business or the University unless authorized to do so.
- Contribute by doing service and taking on leadership roles when appropriate.
- Be law-abiding citizens.

APPROVED: June 18, 2010

NORTHWESTERN OKLAHOMA STATE UNIVERSITY
DIVISION OF BUSINESS

STUDENT CODE OF ETHICS

An organization's actions must be driven by and act consistently with its mission. Therefore, the Division of Business is responsible to comply with the mission of the University and the Division.

The Northwestern Oklahoma State University mission statement provides:

> Northwestern Oklahoma State University is a community of learners that includes students, teachers, staff, administrators, and area citizens advancing learning excellence and preparing its members for service as leaders and entrepreneurs in the changing climate of northwest Oklahoma and the world.

The Division of Business mission statement provides:

> The Division of Business provides a quality, student-centered learning environment to prepare students to be competent, ethical business professionals, entrepreneurs and leaders in the regional workplace and in the world. The department accomplishes this by offering quality education delivered by qualified, involved faculty dedicated to improvement processes in order to prepare our alumni to contribute to the intellectual and economic vitality of regional stakeholders and beyond.

As a community of learners in a student-centered learning environment, faculty, staff and students should strive to support and enrich the learning environment. It is the mission of the Division to develop ethical business professionals, entrepreneurs and leaders. In order to be successful, it is important that students, professors and staff of the Division of Business abide by a code of ethics. The Faculty Code of Ethics is available for review on the Division of Business webpage.

A student code of ethics should be centered on two important and central concepts, academic integrity and professional conduct. Academic integrity involves student conduct in accomplishing the requirements of a course, minor or major. Professionalism involves behavior and attitude in the classroom and outside the classroom.

All students taking classes offered/taught by the Division of Business are required to read and agree to the terms of this Student Code of Ethics. Student with a major or minor in a Business Discipline are expected to abide by the terms of this Student Code of Ethics in all classes, whether or not offered/taught by the Division of Business. Failure to so agree may result in removal from the class. Failure to abide by this Student Code of Ethics may result in disciplinary action as set forth later in this code.

ACADEMIC INTEGRITY

Business students and students taking Business classes are expected to have the highest standards of integrity regarding their academic pursuits.

The Northwestern Oklahoma State University Student Handbook provides on page 124 (2009-2010 edition):

> All forms of academic dishonesty including cheating, plagiarism, unauthorized possession of exams or other materials, forgery, or alteration or misuse of university records, are subject to disciplinary action by the university. The forgery of faculty signatures is prohibited. You must get authentic signatures on all official documents.

The papers, examinations, assignments, projects, etc. should be the original work of the student. A student may not use a paper, project, assignment, etc. for two different classes without the express consent, in advance, of both professors involved. To use, all or a substantial portion of, a paper, project, assignment, etc. in two classes without the express consent of both professors is academic dishonesty.

Plagiarism whether intentional or unintentional is a violation of this Code of Ethics and will be subject to disciplinary action as set forth by this code. According to Robert Perrin, *Pocket Guide to APA Style*, Boston: Houghton Mifflin Company, 2004 (p. 15-16):

> **Plagiarism** is the use of someone else's words, ideas, or line of thought without acknowledgement. Even when it is inadvertent – the result of careless note-taking, punctuating, or documenting – the writer is still at fault for dishonest work.

Academic integrity requires students to convey, directly or indirectly, accurate information to staff, professors and administrators regarding the student's experience, qualification, grades and other relevant information regarding academic pursuits, awards, scholarships, recognition, etc. A student starting a course without having taken the prerequisites would be an example of not conveying accurate information.

PROFESSIONALISM

Professional conduct is expected in a student's interaction with classmates, staff members, professors, administrators and others. Professionalism includes ethical behavior, appropriate attire, proper behavior, promptness, and respect. Professionalism

dictates that there should be no discrimination or harassment based on race, color, sex, national origin, religion, age, disability or sexual preference. Examples of unprofessional behavior include, but are not limited to arriving to class late, leaving class early, using cell phone or other electronic two-way communication devices (should be turned off or ringer set to silent), using obscenity or other disrespectful language, harassment, and other disruptive behaviors. Professional conduct is expected in all classes, campus activities and off-campus university-related events.

Certainly, professionalism necessitates students complying with all federal, state and local laws and university, Business division and classroom policies. Students are expected to honor confidences and not disclose confidential information. Professional behavior implies that a person is putting forth his/her best efforts. Fairness and objectivity are also elements of professionalism.

A profession has the duty to police itself. Therefore, professionalism calls for members of the profession to self-report improper behaviors. Not reporting unethical or improper conduct makes a person with knowledge complicit in the behavior.

Conflicts of interest should be avoided if possible. For example, if a student cannot evaluate a classmate fairly and in good faith, the student should speak with the professor about a conflict of interest.

Each professor may set specific policies regarding acceptable professional behavior in his/her class. Students are expected to abide by those policies and may be penalized or disciplined for not adhering to class policies.

VIOLATION OF POLICY

Faculty members have the initial responsibility for handling violations of this code of ethics in their classrooms, offices or other academic activities in which they are involved. The sanctions available to the professor include:

1. Informal warning (oral or email)
2. Formal warning (email or other written format)
3. Remove student from classroom for day
4. Require the work to be redone and resubmitted
5. Require the student to complete additional work
6. Lowering the grade of work in question
7. Lowering the overall grade in the course
8. Recommend administrative withdrawal from the class
9. Assigning an 'F" or "0" for the work in question
10. Assigning an "F" for the class
11. Recommend the student be referred for university-level disciplinary action

The above sanctions are not meant to be progressive steps; rather the professor may impose any sanction on the list the professor believe appropriate. A student who is assigned an "F" in the class for disciplinary reasons will not be allowed to withdraw from the class, even if the withdraw deadline has not passed. A student who has violated the code of ethics on three or more different occasions may be referred by a professor or the Division Chair to the Vice President for Student Affairs for disciplinary action at the university level.

A student who receives a sanction for violating this code of ethics may appeal to the Division Chair. The Division Chair shall communicate with the student and the faculty member involved regarding the violation and the sanction. The Division Chair may communicate with others involved or who witnessed the occurrence. The Division Chair shall notify the student and faculty member in writing or by email of his/her decision. A student may appeal the Division Chair's decision to the Dean of the School of Professional Studies. If the professor initially involved is the Division Chair, then the appeal will be to the Dean of the School of Professional Studies.

APPROVED: June 18, 2010

3.1.3 ETHICAL CONCERNS

Any party who believes that a member of the division has acted unethically may file a written complaint with the division chair, dean of the School of Professional Studies or Executive Vice President. Upon receipt of an ethical complaint, the division chair, dean of the School of Professional Studies or Executive Vice President shall investigate and take what actions are appropriate based on the nature of the alleged violation, the results of the investigation and university policy.

APPROVED: April 30, 2010

3.1.4 MONITORING ETHICAL BEHAVIOR

In order to assure that the faculty and staff of the division act in compliance with the Code of Ethics set forth above, the Assessment Committee should periodically survey current students in classes conducted by division personnel, faculty and staff throughout the university, university administration, alumni and employers. The results of these surveys should be included in the committee's annual report to the division faculty.

APPROVED: April 30, 2010

3.2 COMPLIANCE WITH LAWS, RULES AND REGULATIONS

As educators and role models, it is imperative that Business Division faculty and staff comply with all legal requirements set forth by federal, state and local authorities, as well as policies and procedures propounded by the regents and university administration. Any Business faculty or staff member or student who believes that any person associated with the Business Division is not in compliance with legal standards should report their concern to the division chair, dean of School of Professional Studies or the Executive Vice President.

APPROVED: April 30, 2010

3.3 FACULTY ABSENCE

All absences are to be reported as set forth in the university Faculty Handbook. When a faculty member is absent, the proper paperwork must be completed. Forms (A sample form is located on NWOSU's website at http://www.nwosu.edu/Payroll/handbk/form_l.pdf.) are available in the office of the executive vice president and the academic deans. When the form has been processed, a copy is returned to the faculty member. Absence requests should be filed as early as practical. When a faculty member finds he/she is unable to give complete details as to arrangements for his classes at the time the initial report is filed, supplementary information should be supplied near the time for the trip or absence.

In case of absence because of an emergency, which does not permit previous arrangements, the dean of the school or the executive vice president should be notified by telephone. If possible, arrangements for handling the work to be missed should be suggested. The absence report should be filed upon return to duty.

When an employee is absent from a scheduled class as a result of a scheduled absences, the faculty member should make arrangements for a colleague to cover the missed class sessions or make an assignment in lieu of the scheduled class session.

APPROVED: April 30, 2010

3.4 CLASS SCHEDULING AND TEACHING

Consistent with the division's mission to provide student-centered quality learning, the division is committed to serving the needs of our students on all campuses and by distance education. In order to meet the mission, the division takes proactive steps, as follows:

- Classes will be offered across all day and evening time periods in order to accommodate the various needs of our diverse student body.

- Upper division classes necessary for a student to earn a Bachelor of Science in Accounting or Business Administration will be offered using distance formats, such as ITV, online and hybrid ITV/online. At least one section per academic year of classes necessary for the Bachelor of Organizational Leadership will be offered in 8-week formats.

- All Foundation Core and Business Core classes will be taught at least once each academic year in an online format. Required courses for a Business minor will be taught at least once every two years in an online format, unless the class is a prerequisite for other required classes. In the case of classes that are prerequisites to other required classes, the class will be offered at least once every academic year in an online format.

- Full-time faculty members, as well as qualified adjunct faculty members may be assigned to teach day, evening and/or online classes.

- The normal instructional load of a full-time faculty member in the Division of Business is 12 hours per semester.

- In any given semester effort will be made to schedule a faculty member to no more than three different course preparations in no more than two distinct disciplines. Over the course of a Fall and Spring semester, a Business faculty member will be scheduled for no more than six different course preparations. Cross disciplinary subjects, such as Business Policy, will not count toward the goal of only two different disciplines.

- The division adheres to ACBSP standards governing faculty load.

- All faculty will post office hours outside their individual offices and will make every effort to maintain the scheduled hours. Office doors will be open during office hours so as to invite students to enter. In the event that the faculty member must be absent from the office during office hours, the individual will post a notice to that effect as soon as possible prior to the absence.

- All full-time faculty will schedule and observe a **minimum** of ten office hours per week. These hours should include much of the day when one is not in class or involved with other university business. Part-time faculty will hold at least two hours of office hours per week per class taught. Office hours for online classes may be handled through video conferencing, telephone availability, chat room or email. Student accessibility to their professors and prompt response from the professor are paramount to effective office hours.

- In the event that it becomes appropriate to have a class meet at a time or location different from the regular meeting time or location, the instructor shall inform the division chair and secretary as early as possible by phone, E-mail or other method.

- Full-time faculty teaching an ITV class, should teach live at least once per semester from each site with students; provided the site is equipped for teaching ITV classes.

- In figuring the load for graduate courses, one graduate semester hour is considered to be 1 and 1/3 semester hours of undergraduate load; provided there are ten (10) or more students enrolled in the class. This does not apply to courses co-listed as undergraduate and graduate. In figuring load, one lecture hour is considered to be one semester hour of teaching load. Two lab hours are considered one semester hour of teaching load. Faculty teaching graduate courses receiving 1-1/3 teaching load credit hours will have a comparable reduction in service expectations that specific semester.

- In scheduling faculty each term the division chair will take the following factors into consideration:

  o Fulltime faculty should teach day, evening and online courses in order that non-traditional and online students have the opportunity to take classes from fulltime faculty.
  o As a goal, at least 60% of the courses taught in each segment (day, night and online) in any semester should be taught by fulltime or emeritus faculty.
  o Overall, the goal is to have fulltime or emeritus faculty teach at least 66% of the courses each semester.
  o Overloads will only occur under special circumstances.

APPROVED: April 30, 2010

3.5 FACULTY DUTIES BEYOND TEACHING

All instructional staff members are expected to assume general university responsibilities in addition to teaching duties. These duties include, but are not limited to:

1. Student advising and counseling activities
2. Scholarly and professional activities
3. Community and college service activities
4. Administrative activities
5. Business and industry interaction
6. Special research programs and projects
7. Travel to off-campus locations

All instructional staff members are expected to continuously and actively engage in appropriate scholarly activities as defined by the university, division and professional accreditation standards. Professional accreditation standards define different categories of scholarly activities [(1) the scholarship of teaching, (2) the scholarship of discovery, (3) the scholarship of integration, and (4) the scholarship of application)]. Each member of the instructional staff is expected to regularly engage in at least two different types of scholarly activity. For the purposes of the division, continuous and active engagement means that a faculty member must annually engage in scholarly activities that meet the appropriate scholarship definitions of the professional accrediting standards, NWOSU policies and the division's policies.

APPROVED: April 30, 2010

3.6 SCHOLARLY ACTIVITY EXPECTATIONS

Scholarly activities provide the basis for teaching effectiveness and a mechanism for remaining current in one's field of expertise. Faculty members are expected to pursue activities which help them to achieve their individual development plans and relate to their classroom teaching assignments. The Division of Business subscribes to the ACBSP (2004) standard that "faculty members must be actively involved in professional activities that will enhance the depth and scope of their teaching" (p. 33). Moreover, the division adheres to the ACBSP (2004) standard that active professional involvement "intentionally implies that meeting attendance, though desirable as a professional activity, is not sufficient to demonstrate active engagement in scholarship" (p. 33).

ACBSP (2004) standards refer to four acceptable forms of scholarship. The *Scholarship of Teaching* involves student learning and pedagogy. The *Scholarship of Discovery* is what is commonly known as basic research. Using scientific methods to conduct meaningful research that contributes to the discipline would qualify as scholarship of discovery. Interpreting original research into other disciplines and real-life problems constitutes the *Scholarship of Integration*. This form of scholarship involves giving new insights in applying original research into today's society. Finally, the *Scholarship of Application*, more commonly called applied research, focuses on the responsible application of knowledge to meaningful issues and problems.

These scholarship activities are not prescriptive in nature but provide faculty members with a guideline for developing a balanced portfolio of scholarship activities that strive for depth and scope.

The Division of Business expects instructors, tenure-track and tenured faculty, while at NWOSU, to pursue scholarly activities that maintain the depth and breadth of knowledge within their areas of expertise and teaching assignments. Demonstration of satisfactorily meeting this expectation requires the faculty member to develop a portfolio of activities that includes scholarly activity in two or more of the acceptable forms of scholarship.

It is the expectation that Business faculty members will:

A. continue a pattern of annual scholarly activities, and

B. establish a minimal pattern of documented scholarship bi-annually in

peer-reviewed publications (being lead author on at least one peer-reviewed publication).

<u>Specific Activities of Scholarship</u>

Scholarly activities primarily include:

- research based and documented presentations before recognized associations and related to teaching experience
- journal and proceedings publications in peer reviewed publications
- presentations at scholarly meetings
- book chapters
- books and/or monographs

Other acceptable forms of scholarly activities, provided meaningful intellectual activity is required, include:

1) Continuing professional education materials

2) Contracted research

3) New course development activities to meet critical division needs

4) Faculty internships

5) Policy analysis

6) Program evaluation

Each scholarly activity, to receive credit, should be performed, in substantial part, while the faculty member is associated with NWOSU. The faculty member's affiliation listed on the original publication, program or other documentation is listed as NWOSU is evidence of meeting this requirement.

<u>Quantitative Performance Criteria:</u>

<u>Employment Status</u>	<u>Required Performance</u>
Retention and Advancement	Annually, one or more scholarship activities as defined above and a minimal pattern of documented scholarship bi-annually in peer-reviewed publications with at least one such article being lead author. Scholarship must be in at least two of the four Boyer classifications.
Tenure	One or more scholarship activities activity per year during the Probationary Period and three peer-reviewed publications, being lead author in at least one peer-reviewed publication. Note that a pattern of peer-reviewed publication must be shown throughout the probationary period. It is not satisfactory if all the articles are published in the same year or so.

Promotion   Continuation in a pattern of scholarly activity expected for tenure. Note that a pattern of peer-reviewed publication must be shown throughout the time in rank. It is not satisfactory if all the articles are published in the same year or so.

Relative Weight of Scholarship:

Northwestern Oklahoma State University is a teaching institution. Except in unusual circumstances, scholarly activity should be of secondary importance in evaluating faculty for retention and advancement, tenure, and promotion. Scholarly activity should support teaching activities in the division and/or enhance the professional development of the faculty member. However, service is not a substitute for scholarly activity.

Regardless of the weight a faculty member gives to scholarship in the evaluation process, each faculty member must meet the minimum requirements for scholarly activities.

APPROVED: April 30, 2010

3.7 FACULTY ENRICHMENT AND DEVELOPMENT

Faculty are encouraged to attend and participate in academic conferences related to the discipline(s) in which they teach. The faculty member will be provided reasonable leave time to travel to and participate in such conferences. As budget considerations allow, travel assistance will be provided by the university.

Faculty members desiring to attend an academic or professional conference, seminar or workshop should submit a Proposal for Professional Travel to the division chair. The division chair will forward the proposal to the dean of the School of Professional Studies. The dean will allocate travel support funds, if any, for that request based on the policies and procedures developed by the university and the School of Professional Studies. In an effort to equitably distribute the limited travel funds, faculty are encouraged to submit their Proposal for professional Travel as early as possible.

In addition to the Proposal for Professional Travel, the faculty member must also submit a travel request through the Agile Fleet Commander system. Once the requestor has received the approval email, then the faculty member should send a signed hardcopy of the approval to the division chair for approval. The division chair shall forward the hardcopy to the dean of the School of Professional Studies.

APPROVED: April 30, 2010

3.8 RETENTION/DISCLOSURE OF STUDENT RECORDS

To assure that the division faculty complies with all University record retention policies as well as meeting all provisions of the Family Educational Rights and Privacy Act of 1974 (FERPA), the division has adopted a proactive position with respect to records retention which is summarized below:

- All educational records with student-specific identifiable information in a faculty member's possession are to be kept in a secure manner to prevent unintentional disclosure to third parties.

- Faculty members should not disclose student-specific educational records, including grades of any nature, over the telephone.

- Faculty should only communicate student-specific educational records with the specific student in-person, by use of the student's NWOSU email account or Blackboard, or other course management platform used by the university.

- Faculty should not disclose student-specific educational records, except to those individuals or organizations identified in the university's FERPA Policy (as set forth in the current university catalog), without first having **written** consent from the student involved. This includes disclosing such records as part of a letter of recommendation.

- Faculty should retain educational records for any particular class for at least one year after the end of the semester or term in which the class was taught. Regarding advisees, faculty should retain such records for a period of at least one year after the student graduated or left the university.

- Tangible educational records with student-identifiable information contained therein should be shredded or similarly destroyed prior to discarding.

To limit the potential for improper disclosure of student records, work study students should not be involved in the grading of tests, quizzes or similar assignments. Work study students may score anonymous Scantron sheets.

APPROVED: April 30, 2010

3.9 BUSINESS POLICY FINAL SEMESTER WAIVER

MGMT 4433 *Business Policy* is to be taken in the student's final semester of his/her senior year. To take the class a student must:

- be within 18 semester hours of graduating with a B.S. degree in a Business program; and
- have completed all other business core courses with a grade of *C* or better; and
- have completed specified prerequisites for the business core courses with a grade of *C* or better.

A student who plans to graduate at the end of the summer term, may petition for a waiver to take MGMT 4433 in the Spring immediately prior to graduation. The student must meet all the other requirements above, except the student may be within 27 hours of graduation.

All waivers of the above requirements must be approved by the faculty member teaching MGMT 4433 the semester in question *and* either the division chair or dean of School of Professional Studies.

APPROVED: April 30, 2010

3.10 WAIVER OF COURSE PREREQUISITES

Faculty members teaching a particular class may waive prerequisites for that class. In making the determination regarding waiver, the faculty member should consider the student's educational and professional background and the likelihood that the student will be successful in the class without having taken the prerequisite course. Waiver of prerequisites should only be made in unusual circumstances and not as a matter of course. If the professor believes that a prerequisite course in general is not important for success in the class, then the professor should recommend to the Planning Committee that the prerequisite be removed.

APPROVED: April 30, 2010

3.11 SALE OF FREE TEXTBOOKS

The division is committed to the philosophy that ethical behavior is necessary. Further, whether we pursue/desire the role or not, faculty members are role models for NWOSU students. Thus, it is important that our actions and works reflect ethical behavior.

Textbook publishers have historically provided, on a complimentary or gratis basis, materials to faculty for review and/or consideration for adoption as a text to be used in classes taught by the individual faculty member. Many of these materials are clearly labeled ***Examination Copy Only***; others are not. Regardless of the labeling or lack thereof, it has always been the intent of the producer that the materials be for the use of the faculty member. Much of the material is clearly labeled as ***Not for Re-sale***.

It is the policy of the division that faculty shall not sell/re-sell textbooks provided by publishers on a complimentary basis. Such a transaction violates the understanding between the publisher and the faculty member. Therefore, the sale of such materials is unethical and inappropriate for an NWOSU Business faculty member. Further such sales may be illegal under Oklahoma law.

APPROVED: April 30, 2010

3.12 POLICIES AND PROCEDURES FOR INTERNSHIP

The Business Division offers three semester hours academic credit for an Internship, as described below.

3.12.1 DEFINITION

Internship is the augmentation of the formal education process with meaningful on-the-job experience in the student's career field.

3.12.2 ACADEMIC CREDIT

An internship may result in three semester hours academic credit. In order to obtain academic credit for an internship, a student must (1) register for the Internship course in the appropriate discipline, and comply with the requirements for internship as stated, below, in the section entitled Conditions Under Which Internship May Be Undertaken and (3) successfully completed all of the general requirements for internships set forth below. Internships are graded on a pass/fail (P/F) basis. Under university policy a grade of P has no impact on the student's GPA but the student is awarded 3 hours of academic credit for passing the class. A grade of F does negatively impact the student's GPA and no academic credit is awarded the student.

3.12.3 CONDITIONS UNDER WHICH INTERNSHIP MAY BE UNDERTAKEN

Internship may be undertaken only if: (1) the student completes a Business Division Internship Application, (2) the student prepares, and submits along with the application, a detailed proposal of the study or research to be performed, (3) a reading committee has been formed, (4) approval of the application and proposal have been obtained from the faculty member that will supervise the internship, the student's academic advisor, and the chair of the Business Division, (5) the student has sufficient background to make successful completion of the project highly likely (sufficiency of background is a function of courses already completed, grade point averages, experience, and maturity), and (6) the student submitting the proposal has (or will have before the internship begins) successfully earned at least 77 credit hours toward graduation (including all Foundation Core and Business Core classes) , in good standing, with a cumulative grade point average of 3.000, or greater. Condition 6 may be waived under exceptional circumstances.

3.12.4 REQUIREMENTS FOR ALL INTERNSHIPS

To receive academic credit for an Internship the following conditions must be met:

1) The student must engage in at least 120 hours of work for the sponsoring organization;

2) Although the internship may be performed where the employee is currently employed, the duties of the internship must be markedly different than the duties of the student's current employment;

3) The duties performed as an intern shall not be predominantly clerical in nature but should be similar to an entry-level position in the particular field; and

4) The student must satisfactorily complete the Final project as discussed below.

3.12.5 CONTENTS OF THE PROPOSAL

The proposal for internship must include (a) the specific nature of the internship duties/tasks, (b) descriptions of the periodic report(s) to be submitted by the student to the supervising faculty member, (c) a complete, detailed schedule of dates upon which the various aspects of the internship are to be completed, (d) the name, title and contact information of the contact at the sponsoring organization, and (e) the procedure for evaluation of each task.

3.12.6 THE READING COMMITTEE

At the time the Business Division Internship Application is submitted for approval, membership of the reading committee must be specified and evidence of the willingness of the members to serve provided. The reading committee will be composed of a supervising faculty member and at least two other members of the faculty of NWOSU Business Division. Only full-time faculty with credentials in the discipline involved in the internship may serve as the supervising faculty member. The reading committee will (a) evaluate the proposal and (b) jointly grade the final product.

3.12.7 THE FINAL PROJECT

Internship should result in a report on professional activities undertaken while performing the internship and must be supported by a report from the supervising employer. The professional activities should apply practices and theories expected of an entry-level employee in the discipline in which the student is majoring. All students will be required to submit a copy of their report to the chair of the Business Division for faculty and students to review. After the report has been on file for at least four working days, the student must make an oral presentation of his or her internship experience. The presentation will be by ITV and open to the NWOSU community. Students are expected to give a professional presentation. In order to be successful with the Final project (1) the Reading Committee must approve the report as satisfactory and (2) the Business faculty in attendance at the presentation must approve the presentation as satisfactory.

3.12.8 THE FINAL GRADE

A final letter grade will be assigned to the student's performance. The grade awarded for internship is limited to either P (pass), or F (fail).

APPROVED: April 30, 2010

3.13 COMMUNICATION ACROSS THE CURRICULUM

It is important that all students graduating with a major in Accounting or Business Administration possess satisfactory communication skills. Prior to taking upper-level Business courses most students will have completed ENGL 1113 *Composition I*, ENGL 1213 *Composition II* and SCOM 1113 *Introduction to Speech Communication*. It is the responsibility of Business faculty to further develop the skills that the students learned in these classes. Therefore, the division has implemented a *Communication across the Curriculum* requirement for Accounting and Business Administration majors. The requirements are as follows:

1. All sections of Business Core courses will include a meaningful communication (written or oral) experience.

2. The faculty for each discipline specific major (Accounting) or minor (Accounting, Entrepreneurship, Management and Marketing) shall select one required class in the discipline, other than a core class, that shall have meaningful written communication experience.

3. MGMT 4433 Business Policy shall include both a meaningful written communication experience and a meaningful oral communication exercise.

2. All other upper division elective courses taught by Business Division are expected to include a meaningful communication experience.

3. Faculty within each discipline are encouraged to determine what constitutes a meaningful communication experience for the courses taught within their discipline and to reach consensus regarding specific communication assignments for each course.

> a. Depending on the discipline and specific course, a meaningful writing experience may involve, but not necessarily be limited to, a memo, report, research project, presentation, business plan, or a series of written problem assignments.
> b. Depending on the discipline and specific course, a meaningful oral communication experience may involve, but not necessarily be limited to, an individual presentation, a group presentation, or a panel discussion.
> c. The communication requirement will be explicitly identified in the syllabus for each class.
> d. Faculty are encouraged to ensure that communication assignments among sections of specific courses will be consistent.
> e. To be considered a meaningful communication experience, the experience must be graded on the technical nature of the communication exercise, in addition to the content. (i.e. A written experience must be graded for spelling, grammar, style, form, effectiveness, etc., in addition to content. An oral experience must be graded for effectiveness, style, form, etc., in addition to content.) Appropriate feedback must be provided the students, to allow the students to improve their communication skills.

4. The overriding goals of the communication assignments will be to improve the students' abilities to:

a. Clearly and concisely articulate the issues, problems and solutions presented by the assignment(s);
b. Demonstrate a command of the subject matter commensurate with the requirements of the particular course; and
c. Deliver the assignment in a style appropriate to the task and the intended audience.

5. The Planning Committee, as the division's curriculum committee, will provide the general oversight of this effort.

6. This requirement for meaningful communication exercise is not meant to limit a professor to only one such exercise in any particular class. This provision sets a minimum expectation.

APPROVED: April 30, 2010

3.15 ARRANGED CLASSES

Any Business course taught by arrangement must be approved by the instructor, division head, and the dean of the School of Professional Studies. Only courses required for the degree will be considered for arrangement.

Only courses which have not been scheduled in the current year or which there is an unavoidable schedule conflict may be considered for arrangement. Unavoidable schedule conflict means that two required courses for graduation are only offered as conflicting classes. The student must be a senior needing the class for graduation within the current academic year. Only students who have an overall GPA of at least 3.0 will be considered for an arranged class. No course being repeated may be taken by arrangement.

Any instructor offering a course through arrangement must submit to the appropriate dean a written plan (including reason for request, course content, and student requirements) for approval.

APPROVED: April 30, 2010

3.16 STUDENT RECRUITMENT AND RETENTION

It is the responsibility of all faculty members to assist the university in recruiting new students and retaining current students. This is an important undertaking for the growth of the Business programs and the university.

Business faculty is expected to assist in the recruitment of new students through a variety of activities. Participation in activities such as Ranger Preview, Freshman Connection, Freshman/Transfer Orientation, Ranger Connection, Family Day, recruiting trips, meeting with prospective students, etc. are vital to the successful recruitment efforts of the university and division.

Faculty provide an important element in the retention of current students. Developing professional relationships with students through proper advising, assistance outside of class and showing students respect are important. Business faculty should read and respond to student emails and phone messages in a timely manner. Business faculty should observe posted office hours. If a professor has to cancel office hours, students should be informed in advance if possible.

All Business faculty are expected to attend Division activities involving students. Such activities include award/recognition ceremonies, internship presentations, Business Policy presentations, etc. Business faculty are strongly encouraged to attend non-Business Division events involving Business students. Involvement in campus activities by faculty is a factor in retaining students.

APPROVED: July 8, 2010

3.17 ARTICULATION

Northern Oklahoma College is the primary community college feeding students into Northwestern Oklahoma State University. Representatives of the Business division meet annually with their counterparts from Northern Oklahoma College to assure a seamless transition into the Business program at NWOSU. The articulation agreement is regularly updated to reflect the current degree requirements.

The State of Oklahoma has a Business articulation matrix. Northwestern Oklahoma State University participates in the statewide matrix.

Articulation agreements with other institutions are the province of senior administration. The Division of Business will assist and cooperate in the articulation process with any regionally accredited institution of higher learning.

The Division of Business offers courses that high school seniors can take for dual credit. The division will continue to offer appropriate courses for dual credit.

APPROVED: July 8, 2010

SECTION 4 FACULTY EVALUATION PROCEDURES

4.1 FACULTY EVALUATION

Tenured faculty must submit a portfolio every three years for post tenure review. All other full-time faculty must submit their portfolio annually. The university faculty review process is described in Appendix B of this Business Division Faculty Manual.

Business faculty must meet the minimum standards in all areas evaluated as set by university policy and this Business Division Policy Manual. The failure to meet minimum requirements may result in corrective action or disciplinary action, including termination, as deemed appropriate by university administration.

APPROVED: April 30, 2010

4.2 STUDENT EVALUATION OF TEACHING

Currently university policy only requires faculty members to be evaluated by students during the Fall semester. However, for the Business Division student evaluations of teaching shall be conducted for every class taught during the academic year. Because the Business division generally teaches all non-core classes only one semester a year, those taught only in spring would not be evaluated under the university process. Continuous improvement necessitates that all classes be subject to student evaluation.

APPROVED: April 30, 2010

4.3 PEER EVALUATIONS

University policy provides that the faculty member select one peer to evaluate his/her portfolio and that the division chair select one peer evaluator from a list of suggested peers supplied by the faculty member. For the purposes of Business faculty, at least one peer reviewer must be tenured faculty, at least one peer reviewer must be a member of the Business faculty (he/she may be tenured or tenure track) and both peer reviewers must be either tenured or tenure-track.

APPROVED: April 30, 2010

4.4 ADMINISTRATOR EVALUATIONS

The university has a process for evaluating administrators that occurs each spring semester. The anonymous online process provides an opportunity for faculty to review their department/division chair, dean, executive vice president and president. Business faculty are strongly encouraged to participate in the administrator evaluation process.

APPROVED: April 30, 2010

4.5 MONITORING FACULTY FUNCTIONS

The Division Chair, Dean of the School of Professional Studies and Executive Vice President, as part of the annual faculty evaluation process (triennial for tenured faculty), shall include an evaluation of the particular faculty member's compliance with the functions set forth in Section 3.5 above. Should a deficiency be discovered in the performance of a faculty member, appropriate actions should be taken.

The Division Chair shall attempt to equitably distribute the duties of faculty regarding the faculty functions.

APPROVED: July 8, 2010

SECTION 5 PROGRAM AND COURSE-LEVEL ASSESSMENT

5.1 PROGRAM ASSESSMENT

5.1.1 RESPONSIBILITY FOR PROGRAM ASSESSMENT

It is the responsibility of all Business faculty members, full-time and part-time, to assist in program assessment. The Assessment Committee has the duty to guide the program assessment process for the division.

5.1.2 PROGRAM ASSESSMENT

The Assessment Committee has the responsibility to propose the Program Assessment Plan for the division's programs. Once developed, the Committee is responsible for implementing, administrating, monitoring and reviewing the process.

Each year the Assessment Committee will review the program assessment data and report the results, observations, conclusions and recommendations to the division faculty. The committee must document how the assessment data was used and what actions occurred because of the assessment results. The report shall include five-year trend data.

After the Assessment Committee has submitted its annual report to the Business faculty, the faculty will meet to review and discuss the report. The faculty will make recommendations to the division chair regarding changes that the faculty deem necessary to improve the quality of the program.

The Program Assessment plan is attached as Appendix C.

APPROVED: April 30, 2010

5.2 COURSE-LEVEL ASSESSMENT

The Business faculty shall approve standardized learning outcomes for each class taught by the division. These learning outcomes shall be incorporated into the class syllabus. After establishing learning outcomes, the Business faculty shall approve the method or methods of assessment that will be used to determine if each specific learning outcome has been achieved. The professor shall assess whether or not the desired learning outcome was achieved or not. The assessment results each semester shall be reported to the Assessment Committee.

The Assessment Committee should collect the data on learning outcomes assessment for each class. In its annual report the committee should also report on the assessment of class learning objectives.

The division chair shall review the learning outcome assessment data. If the data indicates a pattern of not achieving a particular learning outcome, the division chair shall meet with the appropriate faculty members to discuss possible causes and corrective actions that may be taken. Any such meeting shall be documented by meeting minutes or a memorandum/email summarizing what occurred and what decision were made at the meeting.

Course-level assessment data is not to be used as part of the annual evaluation of faculty members. The purpose of collecting and analyzing the data is to improve the particular class and the program.

APPROVED: April 30, 2010

5.2.1 ACCOUNTING COURSES – LEARNING OUTCOMES

5.2.1.1 ACCT 2003 SURVEY OF ACCOUNTING

By the completion of the course students will be able to:

1.demonstrate knowledge of four financial statements (Income Statement, Statement of Retained Earnings, Balance Sheet, and Statement of Cash Flows);

2. demonstrate the ability to explain the pertinent information provided by each financial statement;

3. calculate basic accounting ratios (Debt: Asset, Quick ratio/Acid test, Inventory turnover, Accounts Receivable turnover, Debt:Equity, Return on Assets);

4. demonstrate the ability to analyze cost variances;

5. develop a simple Master Budget;

6. demonstrate how budgeting is used it control costs.

APPROVED: December 6, 2010

5.2.1.2 ACCT 2123 FINANCIAL ACCOUNTING

By the completion of ACCT 2123 Financial Accounting, a student should be able to:

1. Identify the major differences and similarities between financial and managerial accounting.
2. Comprehend the role of management accountants in an organization.
3. Recognize the importance of upholding ethical standards.
4. Identify and review basic manufacturing cost categories, cost behavior, and costing systems.
5. Summarize how costs behave and how to use them to predict costs.
6. Prepare an income statement using the traditional format and the contribution format.
7. Describe how changes in activity affect contribution margin and net operating income.
8. Compute break-even point and determine levels of sale to reach desired profit.
9. Discuss why companies budget and the process of creating various budgets.
10. Identify relevant and irrelevant costs and benefits in a decision situation.
11. Compute and interpret financial ratios that would be useful to investor, creditor, and company.

APPROVED: June 18, 2010

5.2.1.3 ACCT 2133 MANAGERIAL ACCOUNTING

By the completion of ACCT 2133 Managerial Accounting, a student should be able to:

1. Identify the major differences and similarities between financial and managerial accounting.

2. Comprehend the role of management accountants in an organization.

3. Recognize the importance of upholding ethical standards.

4. Identify and review basic manufacturing cost categories, cost behavior, and costing systems.

5. Prepare an income statement using the traditional format and the contribution format.

6. Compute break-even point and determine levels of sale to reach desired profit.

7. Discuss why companies budget and the process of creating various budgets.

APPROVED: April 30, 2010

5.2.1.4 ACCT 3103 INTERMEDIATE ACCOUNTING I

By the completion of ACCT 3103 Intermediate Accounting I, a student should be able to:

1. Demonstrate a knowledge of the major Accounting Standards and their affect financial statements.

    Learning objectives:

    1.1   Know the environment and theoretical structure of financial accounting.

2. Demonstrate an ability to account for Assets, Liabilities, and Equity according to GAAP. (ACBSP 2) (ACBSP 6)

    Learning objectives:

    2.1   Demonstrate income measurement and profitability analysis.

    2.2   Determine the time value of money.

    2.3   Determine the value of Cash and receivables.

    2.4   Demonstrate Inventory measurements.

    2.5   Value inventories when affected by additional issues.

    2.6   Determine the value of property, plant, and equipment and intangible assets: Acquisition and disposition.

    2.7   Determine the value of property, plant, and equipment and intangible assets: Utilization and impairment.

3. Generate a formal Financial Statements according to GAAP. (ACBSP 3)

    Learning objectives:
    3.1   Demonstrate the accounting process.

    3.2   Generate a balance sheet and include the financial disclosures required.

    3.3   Generate an income statement and statement of cash flows.

APPROVED: August 13, 2010

5.2.1.5 ACCT 3113 INTERMEDIATE ACCOUNTING II

Upon completion of the course students will be able to:

1. Demonstrate a knowledge of the major Accounting Standards and their affect financial statements.

2.   Demonstrate an understanding of accounting for Assets, Liabilities and Equity in complex situations.

3.   Generate a formal Financial Statements (which may or may not have been covered in the prior semester) according to GAAP.

APPROVED: December 6, 2010

5.2.1.6 ACCT 3123 GOVERNMENTAL/NON-PROFIT ACCOUNTING

1.   Introduce the students to the Governmental Accounting Standards.
        Learning objectives:

        1.1 Learn the financial reporting for state and local governments
        1.2 Learn how to account for budgets for general and special revenue funds
        1.3 Learn accounting for the general and special revenue funds
        1.4 Learn to account for other governmental fund types
        1.5 Learn how to account for proprietary funds
        1.6 Learn how to account for fiduciary funds, inter-fund transactions
        1.7 Learn how to construct government-wide statements

2.   Introduce the students to Non-profit Accounting Standards.
        Learning objectives:

        2.1 Learn to account for a private not-for-profit organizations
        2.2 Learn to audit tax-exempt organizations, and evaluate performance

3.   Introduce the students to Educational Accounting Standards.
        Learning objectives:
        3.1 Learn to account for special purpose entities
        3.2 Learn to account for private colleges and universities

4.   Introduce the students to accounting for health care providers.
        Learning objectives:
        4.1 Learn to account for hospitals and other health care providers

5.2.1.7 ACCT 3133 INDIVIDUAL INCOME TAX

By the completion of ACCT 3133 Individual Income Tax, a student should be able to:

1. Describe the role played by the IRS and the courts in the evolution of the Federal tax system.

2. Locate and work with electronic and paper tax preparation and tax research process.

3. Apply the rules and requirements of exemptions, standard deductions, and proper filing status.

4. Use the proper method for determining the tax liability.

5. Differentiate between deductions for and from adjusted gross income and know the relevance of the differentiation.

6. Identify tax planning opportunities for maximizing deductions and minimizing the disallowance of deductions.

7. Realize the rationale, determine the amount, and be able to apply the concepts for depreciation, ACRS, MACRS, amortization, and depletion.

APPROVED: April 30, 2010

5.2.1.8 ACCT 3143 BUSINESS INCOME TAX

Upon completion of the course students will be able to:

1. compare and contrast the corporate tax formula to the individual tax formula, and identify common book-tax differences;
2. compute a corporation's taxable income and regular tax liability;
3. determine whether a flow-through entity is taxed as a partnership or S corporation;
4. calculate and characterize ordinary business income or loss and its separately stated items and how to report these items to partners;
5. describe the requirements and process to elect S corporation status and how to apply the tax rules.

APPROVED: December 6, 2010

5.2.1.9 ACCT 3153 COST ACCOUNTING I

Upon successful completion of Cost Accounting I, the student should be able to:

1. Demonstrate an understanding of various cost classifications.

2. Determine the costs of goods manufactured and the operating income

3. Apply the concepts of the various costing systems.

4. Prepare budgeted information for management.

5. Determine variances for direct materials, direct labor and overhead.

APPROVED: June 18, 2010

5.2.1.10 ACCT 3163 COST ACCOUNTING II

1.   Introduce the students to planning and decision making.
       Learning objectives:
       1.1 Learn to analyze costs
       1.2 Learn to use cost-volume-profit analysis
       1.3 Learn cost management
       1.4 Learn how to manage overhead costs
       1.5 Learn how to determine a transfer price
       1.6 Learn strategy, balance scorecards, and incentive system

2.   Introduce the students evaluating and managing performance .
       Learning objectives:
       2.1 Learn to account for a private not-for-profit organizations
       2.2 Learn to audit tax-exempt organizations, and evaluate performance
       2.3 Learn about organization design, responsibility accounting

3.   Introduce the students to budgeting and variance analysis.
       Learning objectives:
       3.1 Learn budgeting and planning
       3.2 Learn standard costing and variance analysis
       3.3 Learn how to use the flexible budgets and activity-based-budgeting

4.   Introduce the students to capital budgeting

       Learning objectives:
       4.1 Learn strategic issues in making investment decisions

5.2.1.11 ACCT 3923 ADVANCED BUSINESS LAW/ETHICS

By the end of the semester a student in ACCT/GBUS 4363 should be able to:

1) Compare and contrast forms of business organization, including advantages, disadvantages, formation, financial structure, owner liability, taxation, operation and termination. (BUS DIV 1, ACBSP 3)

2) Describe contract elements, formation, performance, termination, breach, discharge and remedies. (BUS DIV 1, ACBSP 3)

3) Explain agency relationships including the formation, classification, authority, duties and liabilities involved in such relationships. (BUS DIV 1, ACBSP 3)

4) Compare and contrast the various forms of bankruptcy. (BUS DIV 1, ACBSP 3)

5) Summarize the government regulation of securities focusing on Securities Act of 1933, Securities Exchange Act of 1934 and Sarbanes-Oxley, as amended. (BUS DIV 1, ACBSP 3)

6) Discuss the Uniform Commercial Code and its impact on business regarding negotiable instruments, letters of credit, sales, secured transactions, and documents/transfer of title. (BUS DIV 1, ACBSP 3)

7) Apply concepts of ethics and professionalism to business professions. DIV 5, ACCT 2, ACCT 3, ACBSP 5)

8) Prepare a professional paper analyzing and evaluating a controversial issue associated with business law, business ethics or corporate social responsibility effectively setting forth and defending a position on the issue. (BUS DIV 2, BUS DIV 3, BA 2, OL2, TM 2, ACBSP 1, ACBSP 2)

APPROVED: December 6, 2010

5.2.1.12 ACCT 4123 ADVANCED ACCOUNTING

To be developed before the class is offered.

5.2.1.13 ACCT 4133 ACCOUNTING INFORMATION SYSTEMS

Upon completion of ACCT 4133 Accounting Information Systems, students will be able to:

1.   Interpret an accounting information system.

2.   Identify the types of transactions processed by each of the three transactions cycles.

3.   Identify the basic accounting records used in the system.

4.   Apply the documentation techniques used for representing manual and computer-based systems.

5.   Analyze the broad issues pertaining to business ethics.

6.   Identify the common fraud techniques used in both a manual and computer-based system.

7.   Identify the internal control structure defined by Statement on Auditing Standards No. 78.

8.   Interpret the various cycles and financial statement, including the tasks performed, the departments involved, the documents involved, and the controls needed.

APPROVED: June 18, 2010

5.2.1.14 ACCT 4143 PETROLEUM ACCOUNTING

To be developed before the class is offered.

5.2.1.15 ACCT 4173 AUDITING

By the end of the semester, students should be able to:

1. Apply professional auditing principles and rules as prescribed by the AICPA and the SEC.

2. Define and describe audit terminology, sources of auditing principles, auditing techniques, audit tests and other auditing issues and explain the role and purposes of auditing financial statements.

3. Demonstrate the fundamental auditing principles, standards, rules and concepts.

4. Apply course material to improve organizational problem solving, decision-making and rational thinking skills.

5. Identify the basic sources of information on auditing.

6. Recognize potential audit issues and the means to deal with them.

5.2.1.16 ACCT 4183 ADVANCED AUDITING

To be developed before the class is offered.

5.2.1.17 ACCT 4303 INTERNATIONAL ACCOUNTING

By the completion of ACCT 4303 International Accounting students will:

1.   Identify the major International Accounting Standards (ACBSP 7).

2.   Evaluate the diversity in financial reporting around the world (ACBSP 7).

3.   Analyze the attempts to converge the various standards into the International Financial Reporting Standards (IFRS) (ACBSP 7).

4.   Investigate the differing accounting environments around the world, including the calculation of foreign exchange rates and their effect on financial reporting (ACBSP7).

5.   Examine the effects of foreign taxes and intra-company transfers (ACBSP 7).

APPROVED: June 18, 2010

5.2.1.18 ACCT 4363 PROFESSIONAL ETHICS

By the end of the course, ACCT 4363, the student should be able to:

1. Analyze legal, social, and economic developments that have defined the ethical expectations for business and accounting professionals.

2. Evaluate ethical relationships between business professionals and major stakeholders to the financial reporting process.

3. Evaluate theoretical models of ethical behavior and apply such models to contemporary accounting and business issues.

4. Analyze and evaluate the effectiveness of professional codes of ethics embraced by the accounting, auditing and other business professions.

5. Identify dynamic factors that have historically impacted the ethical behavior of accounting and business professionals. Such factors include sustainability, emerging technologies, regulatory activities, and international accounting standard-setting.

6. Identify ethical issues in professional accounting decision making.

7. Recognize the various considerations in analysis and resolution of ethical dilemmas.

5.2.2 ECONOMICS COURSES – LEARNING OUTCOMES

5.2.2.1 ECON 2103 SURVEY OF ECONOMICS

Students should meet the following goals and objectives.

1. Understand the demand and supply model
    Learning objectives

    1.1 Know the basic concepts of demand and supply

2. Comprehend the theory of production and cost
    Learning objectives

    2.1 Describe the relationship between the variable input and output in the

        production process

    2.2 Identify cost concepts for the firm

3. Explore the theory of the firm within the perfect competition model
    Learning objectives

    3.1 Describe profit maximization for the firm in perfect competition
    3.2 Describe loss minimization for the firm in perfect competition

4. Know the national income accounting system

    Learning objectives

    4.1 Know the basic components of the national income accounting system from the   output
        and expenditure perspectives

5. Comprehend aggregate demand and aggregate supply analysis

    Learning objectives

    5.1 Construct aggregate demand and aggregate supply curves
    5.2 Use aggregate demand and aggregate supply analysis to demonstrate the
        effects of changes in macroeconomic determinants

6. Describe the use of fiscal policy

    Learning objectives

    6.1 Use aggregate demand and aggregate supply analysis to illustrate the effects of
    expansionary fiscal policy

6.2 Use aggregate demand and aggregate supply analysis to illustrate the

effects of contractionary fiscal policy

7. Explore the role of money and banking in the national economy

Learning objectives

7.1 Describe the role of the Federal Reserve System
7.2 Describe the role of commercial banks and thrifts
7.3 Explain the tools of monetary policy
7.4 Know and interpret the Keynesian theory of monetary policy

8. Explore the theory of international trade

8.1 Know the theory of comparative advantage

5.2.2.2 ECON 2113 PRINCIPLES OF MACROECONOMICS

Upon completion by ECON 2113 Principles of Macroeconomics the student should be able to:

1. Understand and utilize demand and supply analysis.
    1.1 Know the basic concepts of demand and supply
    1.2 Use demand and supply analysis to analyze economic problems
2. Know the national income accounting system
    2.1 Know the basic accounts (components) of the national income accounting system from the output, expenditure, and income perspectives
3. Comprehend aggregate demand and aggregate supply analysis
    3.1 Construct aggregate demand and aggregate supply curves
    3.2 Use aggregate demand and aggregate supply analysis to demonstrate the effects of changes in macroeconomic determinants
4. Describe the use of fiscal policy
    4.1 Use aggregate demand and aggregate supply analysis to illustrate the effects of expansionary fiscal policy
    4.2 Use aggregate demand and aggregate supply analysis to illustrate the effects of contractionary fiscal policy
5. Explore the role of money and banking in the national economy
    5.1 Describe the role of the Federal Reserve System
    5.2 Describe the role of commercial banks and thrifts
    5.3 Explain the tools of monetary policy
    5.4 Know and interpret the Keynesian theory of monetary policy
    5.5 Use aggregate demand and aggregate supply analysis to illustrate the effects of expansionary and contractionary monetary policy

APPROVED: April 30, 2010

5.2.2.3 ECON 2123 PRINCIPLES OF MICROECONOMICS

Upon completion by ECON 2123 Principles of Microeconomics the student should be able to:

4. Understand and utilize demand and supply analysis
    4.1 Know the basic concepts of demand and supply
    4.2 Use demand and supply analysis to analyze economic problems
5. Know the theory of the consumer
    5.1 Know the marginal utility theory of the consumer
6. Comprehend the theory of production and cost
    3.1 Describe the relationship between the variable input and output in the
        production process
    3.2 Identify cost concepts for the firm
7. Explore the theory of the firm within the perfect completion model
    7.1 Describe profit maximization for the firm in perfect competition
    7.2 Describe loss minimization for the firm in perfect competition
8. Explain the theory of the firm within three additional market structure models
    8.1 Describe the theory of the firm within the monopoly model
    8.2 Describe the theory of the firm within the monopolistic completion model
    8.3 Describe the theory of the firm within the oligopoly model
9. Explore the theory of international trade
    9.1 Know the theory of comparative advantage

APPROVED: April 30, 2010

5.2.2.4 ECON 3133 PUBLIC FINANCE

Upon completion of the course, students should be able to:

(1.)   demonstrate qualitative knowledge of Public Finance in the areas of:
   (a.)   the role of government in making a free market possible and why the free market usually works well for consumers
   (b.)   externalities
   (c.)   public goods
   (d.)   income distribution, taxation, and efficiency
   (e.)   political economy
   (f.)   cost-benefit analysis
   (g.)   state and local public finance
   (h.)   borrowing instead of taxing

ACBSP Standards: 3.A-D

(2.)   demonstrate quantitative knowledge (the ability to use graphs and/or mathematics) of Public Finance in the areas of:
   (a.)   the role of government in making a free market possible and why the free market usually works well for consumers
   (b.)   externalities
   (c.)   public goods
   (d.)   income distribution, taxation, and efficiency
   (e.)   political economy
   (f.)   cost-benefit analysis
   (g.)   state and local public finance
   (h.)   borrowing instead of taxing

ACBSP Standards: 3.A-D and 6.A, C, and D

5.2.2.5 ECON 3213 INTERNATIONAL ECONOMICS

Students should meet the following goals and objectives.

1. Understand the theory of comparative advantage

   Learning Objectives

   1.1 Know the basic concepts of the theory of comparative advantage

2. Understand factor-endowment theory

   Learning Objectives

   2.1 Know factor-endowment theory

3. Explore the effects of tariffs

   Learning Objectives

   3.1 Know the tariff concept

   3.2 Describe the effects of tariffs

4. Understand the balance of payments

   Learning Objectives

   4.1 Describe the balance of payments structure

   4.2 Know the international payments process

5. Understand the foreign exchange market

   Learning Objectives

   5.1 Describe the foreign exchange market

   5.2 Explain the determination of exchange rates

APPROVED: December 6, 2010

5.2.2.6 ECON 4363 INCOME AND EMPLOYMENT

Students should meet the following goals and objectives.

1. Understand the national income accounting system
   Learning Objectives
   1.1 Know the components of Gross Domestic Product from the expenditure and income perspectives

2. Know the components of aggregate demand
   Learning Objectives
   2.1 Know the characteristics of the basic components of aggregate demand

3. Explore the role of money in the national economy
   Learning Objectives
   3.1 Know the functions of money
   3.2 Understand the quantity theory of money
   3.3 Comprehend the Fisher equation

4. Understand the Aggregate Demand and Aggregate Supply model of the national economy
   Learning Objectives
   4.1 Know the Aggregate Demand curve
   4.2 Know the Aggregate Supply curve
   4.3 Utilize the Aggregate Demand and Aggregate Supply model for economic analysis

5. Understand the IS-LM model of the national economy
   Learning Objectives
   5.1 Know the IS curve
   5.2 Know the LM curve
   5.3 Utilize the IS-LM model for economic analysis

6. Explain the Phillips Curve
   Learning Objectives
   6.1 Describe the Phillips Curve

APPROVED: December 6, 2010

5.2.3 FINANCE COURSES – LEARNING OUTCOMES

5.2.3.1 FIN 1113 PERSONAL FINANCE

By the completion of FIN 1113 Personal Finance, a student should be able to:

(1)   Explain opportunity costs associated with personal financial decisions and identify the personal issues to consider when choosing and planning a career.

(2)   Prepare a personal balance sheet, a cash flow statement, a personal budget; and identify strategies for making wise buying decisions.

(3)   Reconcile a checking account

(4)   Identify factors to consider when choosing a loan or credit card.

(5)   Identify the advantages and disadvantages of owning a residence vs. renting one.

(6)   Identify the advantages and disadvantages of the following types of investments: savings accounts, certificates of deposit, stocks, bonds, mutual funds, real estate, precious metals, gems, and collectibles.

(7)   Explain how the following types of insurance help manage risk: homeowners, renters, motor vehicle, health, disability, and life.

(8)   Prepare a Federal Tax Form 1040EZ

(9)   Explain the importance of retirement and estate planning.

APPROVED: June 18, 2010

5.2.3.2 FIN 3013 SURVEY OF FINANCE

Upon completion of the course, students should be able to:

(1.)   Prepare balance sheets, income statements, cash flow statements, cash budgets, and pro forma income statements and balance sheets and demonstrate the ability to analyze and interpret them.

ACBSP Standards: 2.A-D, 3.A-D, and 6.A-D

(2.)   Calculate operating break-even points, operating leverage, and financial leverage and interpret their meaning and significance.

ACBSP Standards: 2.A-D, 3.A-D, and 6.A-D

(3.)   Calculate future values and present values and demonstrate the ability to use them in bond and stock valuation, cost of capital, and capital budgeting situations and to interpret the results.

ACBSP Standards: 2.A-D, 3.A-D, and 6.A-D

(4.)   Analyze capital budgeting situations and determine optimal choices using appropriate capital budgeting techniques.

ACBSP Standards: 2.A-D, 3.A-D, and 6.A-D

(5.)   Demonstrate an understanding of short-term and long-term sources of financing and the processes through which financial managers must go in their use.

ACBSP Standards: 2.A-D, 3.A-D, and 6.A-D

APPROVED: December 6, 2010

5.2.3.3 FIN 3163 BUSINESS FINANCE

By the completion of FIN 3163 Business Finance, a student should be able to:

(6.)   Prepare balance sheets, income statements, cash flow statements, cash budgets, and pro forma income statements and balance sheets and demonstrate the ability to analyze and interpret them.
ACBSP Standards: 2.A-D, 3.A-D, and 6.A-D

(7.)   Calculate operating break-even points, operating leverage, and financial leverage and interpret their meaning and significance.
ACBSP Standards: 2.A-D, 3.A-D, and 6.A-D

(8.)   Calculate future values and present values and demonstrate the ability to use them in bond and stock valuation, cost of capital, and capital budgeting situations and to interpret the results.
ACBSP Standards: 2.A-D, 3.A-D, and 6.A-D

(9.)   Analyze capital budgeting situations and determine optimal choices using appropriate capital budgeting techniques.
ACBSP Standards: 2.A-D, 3.A-D, and 6.A-D

(10.)   Demonstrate an understanding of the management (the whats, hows, whens, and whys) of working capital and current assets.
ACBSP Standards: 2.A-D, 3.A-C, and 6.A-D

(11.)   Demonstrate an understanding of short-term and long-term sources of financing and the processes through which financial managers must go in their use.
ACBSP Standards: 2.A-D, 3.A-D, and 6.A-D

APPROVED: April 30, 2010

5.2.3.4 FIN 4213 REAL ESTATE

By the completion of FIN 4213 Real Estate, the student should be able to use a value-oriented approach to the principles of real estate to make the following decisions:

(1) Whether to lease, buy, or mortgage a property acquisition;

(2) Whether to renovate, refinance, demolish or expand a property; and

(3) When and how to divest (sell, trade, or abandon) a property.

ACSBP Standards 2.A-D, 3.A-D, and 6.A, C, and D

APPROVED: January 27, 2011

5.2.3.5 FIN 4323 INVESTMENTS

By the completion of FIN 4323 Investments, the student should be able to:

(1) Evaluate the standard investment vehicles of stocks, bonds, and mutual funds.

(2) Cite the basic principles of modern portfolio theory.

(3) Cite the basic principles of fundamental analysis.

(4) Cite the basic principles of technical analysis.

(5) Evaluate alternative methods of investment and trading such as options, futures, ETF's, hedge funds, currencies, commodities, collectibles and real estate.

ACBSP Standards 2.A-D, 3.A-D, and 6.A, C, and D

APPROVED: January 27, 2011

5.2.3.6 FIN 4433 BUSINESS RISK MANAGEMENT AND INSURANCE

By the completion of FIN 4433 Business Risk Management and Insurance, the student should be able to:

(1) Cite the major principles of the risk management process and methods of classifying risk.

(2) Cite the basic principles of risk identification, measurement and control of non-speculative risks.

(3) List and explain the various types of insurance available to business, including self insurance and methods of loss prevention.

(4) Explain how to use insurance as a planning tool.

(5) Explain the steps involved in insurance procurement.

ACBSP Standards 2.A-D, 3.A-D, and 6.A-D

APPROVED: January 27, 2011

5.2.4 GENERAL BUSINESS COURSES – LEARNING OUTCOMES

5.2.4.1 GBUS 1013 INTRODUCTION TO BUSINESS

By the end of the semester, the student will:

1. Demonstrate an understanding of the business environment.
2. Demonstrate an understanding of business ownership.
3. Demonstrate an understanding of business management.
4. Demonstrate an understanding of marketing management.
5. Demonstrate an understanding of financial management.
6. Show basic skill of research using the Internet.
7. Apply knowledge of computer technology to solve problems involving information gathering and analysis, and to solve those problems related to project and business management.

5.2.4.2 GBUS 2033 LEADERSHIP IN BUSINESS

By the conclusion of GBUS 2033 students will:

1. Understand the role of human values in culture, ethnic and racial diversity at the global level. (Gen Ed IIA1) (ACBSP 7)

2. Understand the role of human values in cultural, ethnic, and racial diversity at the domestic level. (Gen Ed IIB1) (ACBSP 7)

3. Understand their role in a culturally diverse environment (Gen Ed IIC1) (ACBSP 7)

4. Identify and understand concepts and principles of leadership (Gen Ed IIC2) (ACBSP 4)

5. Understand principles of ethical behavior (Gen Ed IIC3) (Bus Div 5) (ACBSP 5)

6. Understand principles of human behavior (Gen Ed IID2) (Bus Div 4)

7. Demonstrate the necessary skills to identify, conceptualize, diagnose, evaluate and analyze organizational problems utilizing a variety of methodological leadership approaches and tools. (Bus Div 3) (Bus Admin 2) (Org Lead 2) (Tech Mgt 2) (ACBSP 2) (ACBSP4)

8. Select academic and professional resources needed to address a leadership problem area. (Bus Div 1) (ACBSP 2) (ACBSP 3) (ACBSP 4)

9. Effectively communicate using written and oral leadership skills the results of their research to a professional and peer audience. (Bus Div 2) (ACBSP 1)

Standards

Gen Ed = NWOSU General Education outcomes

Bus Div = NWOSU Business Division goals for all Business programs

Bus Admin = Division goals for the Bachelor of Science with Business Administration major

Org Lead = Division goals for the Bachelor of Science in Organizational Leadership

Tech Mgt = Division Goals for the Bachelor of Applied Arts & Sciences

ACBSP = Association of Collegiate Business Schools and Programs Assessment Standards

APPROVED: March 5, 2010

5.2.4.3 GBUS 2903 LEGAL ENVIRONMENT OF BUSINESS

By the end of GBUS 2913 Legal Environment of Business students should be able to:

1. Explain the concepts of business ethics, social responsibility and the parts of the American judicial system

2. Explore the regulatory environment of business

3. Analyze the legal aspect of business competition and sales

4. Characterize the nature of employment law

5. Classify the various forms of organizing and capitalizing a business

APPROVED: April 30, 2010

5.2.4.4 GBUS 3083 INTRODUCTION TO E-COMMERCE

By the end of the semester, the student will be able to:

1. Define electronic commerce and describe its various categories.

2. Identify and describe the primary business models of electronic retailing.

3. Describe the essentials of online consumer behavior.

4. Recognize and identify the traditional marketing activities as they relate to electronic commerce including online advertising and online pricing strategies.

5. Explain basic terminology, software, infrastructure, electronic supply chain management, electronic payment systems, technology, and security issues of electronic commerce.

6. Define the ethical and regulatory environment of electronic commerce.

7. Recognize the role of mobile commerce in the digital economy.

APPROVED: October 25, 2010

5.2.4.5 GBUS 3513 INTERNATIONAL BUSINESS

By the end of GBUS 3513 International Business, the student should be able to:

1. Define the basics of business globalization.

2. Describe the significance of importing and exporting.

3. Identify and analyze the international political, trade and economic environment.

4. Recognize the international cultural environment and analyze its relation to conducting international business.

5. Characterize and analyze the international marketing strategies.

6. Explain the international monetary system, foreign exchange and capital markets.

7. Discuss the relevance of international production, outsourcing, and human resources to global business.

APPROVED: June 18, 2010

5.2.4.6 GBUS 3613 PRINCIPLES OF ENTREPRENEURSHIP

Course Objectives

By the conclusion of this course, you should have demonstrated the ability to:

1. Explain the nature of the entrepreneurial process and the many contexts in which that process applies.

2. Apply ideas and insights from a variety of disciplines and functional areas to the process involved in creating a new venture.

3. Describe the requirements surrounding the creation of a new venture, the kinds of obstacles encountered, and approaches for overcoming those obstacles.

4. Critique new venture ideas and the underlying opportunities that give rise to those venture ideas.

5. Utilize the logic and structure of a well-constructed business plan in preparing a proposal.

6. Demonstrate a mastery of a number of analytical tools, methodologies and frameworks useful in creating a viable business plan.

7. Recognize and discuss a problem regarding an entrepreneurial initiative.

8. Analyze factors influencing a business

9. Comprehend the legal and ethical issues involved with starting a business.

APPROVED: October 25, 2010

5.2.4.7 GBUS 3753 BUSINESS RESEARCH

By the completion of GBUS 3753 Business Research, a student should be able to:

1. Discuss business trends and their impact on business research

2. Analyze and understand various types of research used in business

3. Distinguish between population and sample, analyze factors that influence sample size, determine appropriate sample size

4. Discuss difference between qualitative and quantitative statistics

5. Create and assess the use of questionnaires as instruments for data collection

6. Describe the nature of relationships between variables

7. Describe the elements of a research proposal

8. Convey the importance of effective communication to the research process

9. Prepare a thorough report on a research project using effective communication skills.

APPROVED: June 18, 2010

5.2.4.8 GBUS 3923 ADVANCED BUSINESS LAW/ETHICS

By the end of the semester a student in ACCT/GBUS 4363 should be able to:

1) Compare and contrast forms of business organization, including advantages, disadvantages, formation, financial structure, owner liability, taxation, operation and termination. (BUS DIV 1, ACBSP 3)

2) Describe contract elements, formation, performance, termination, breach, discharge and remedies. (BUS DIV 1, ACBSP 3)

3) Explain agency relationships including the formation, classification, authority, duties and liabilities involved in such relationships. (BUS DIV 1, ACBSP 3)

4) Compare and contrast the various forms of bankruptcy. (BUS DIV 1, ACBSP 3)

5) Summarize the government regulation of securities focusing on Securities Act of 1933, Securities Exchange Act of 1934 and Sarbanes-Oxley, as amended. (BUS DIV 1, ACBSP 3)

6) Discuss the Uniform Commercial Code and its impact on business regarding negotiable instruments, letters of credit, sales, secured transactions, and documents/transfer of title. (BUS DIV 1, ACBSP 3)

7) Apply concepts of ethics and professionalism to business professions. (DIV 5, ACCT 2, ACCT 3, ACBSP 5)

8) Prepare a professional paper analyzing and evaluating a controversial issue associated with business law, business ethics or corporate social responsibility effectively setting forth and defending a position on the issue. (BUS DIV 2, BUS DIV 3, BA 2, OL2, TM 2, ACBSP 1, ACBSP 2)

APPROVED: October 25, 2010

5.2.4.9 GBUS 3953 BUSINESS, SOCIETY AND GOVERNMENT

By the end of GBUS 3953 Business, Society & Government, a student should be able to:

1) Describe the evolving meaning and nature of corporate social responsibility. (ACBSP 5, Bus Div 1
2) Explain the ethical responsibilities of business. (ACBSP 5, BUS DIV 1)
3) Demonstrate the power of corporations and industries, past and present, to shape our world. (ACBSP 7)
4) Recognize how forces in and outside of business firms are changing the management task, altering business operations, and modifying stakeholder expectations. (ACBSP 2)
5) To develop an understanding of how influential ideas in the business environment shape the business-government-society relationship. (BUS DIV 1)
6) Appreciate the importance of law and government regulation as a force guiding business behavior. (BUS DIV 1)
7) Create in students an ethical and philosophical basis for making business decisions. (ACBSP 5, BUS DIV 5)
8) Incorporate the knowledge of many fields through an interdisciplinary approach. (ACBSP 3, BUS DIV 1, BUS DIV 3)
9) Analyze appropriate issues in the business-government-society relationship. (BUS DIV 3)
10) Evaluate ethical and/or social responsibility aspects of a controversy in business. (ACBSP 5, BUS DIV 5)
11) Design a professional paper/presentation analyzing and evaluating a controversial issue associated with government regulation, business ethics or corporate social responsibility. (BUS DIV 2, BUS DIV 3, BUS DIV 5, BA 2, OL2, TM 2, ACBSP 1, ACBSP 2)

Standards:

Bus Div = NWOSU Business Division goals for all Business programs

BA = Division goals for the Bachelor of Science with Business Administration major

OL = Division goals for the Bachelor of Science in Organizational Leadership

TM = Division Goals for the Bachelor of Applied Arts & Sciences

ACBSP = Association of Collegiate Business Schools and Programs Assessment Standards

APPROVED: April 30, 2010

5.2.4.10 GBUS 4313 ADVANCED ENTREPRENEURSHIP

By the conclusion of this course the student should be able to:

1. Develop a detailed credible business plan appropriate to seek financing.

2. Identify and utilize professional resources as necessary.

3. Discuss the value of strategic relationships.

4. Effectively communicate your ideas to interested parties and negotiate funding options.

APPROVED: October 25, 2010

5.2.4.11 GBUS 4323 SMALL BUSINESS CONSULTING

By the conclusion of GBUS 4323 – Small Business Consulting, the student will:

- Utilize and integrate a mixture of theoretical principles learned in the academic process to solve a real-world, small business problem

- Develop, improve and apply a strategy to solve a defined real-world, small to medium business problem

- use and apply the resources, tools and techniques available for conducting industry research

- use and apply the framework for a business plan which will include marketing, financial and management analyses sections of a small to medium sized firm

- understand the role and tools of management consults in a small to medium sized firm

- apply basic consulting principles while assisting client

- write and present a consulting report for a client

- develop and improve decision making and problem solving skills in the framework of small to medium sized business problems

- use a contingency approach by prioritizing and changing methodologies where required when solving defined real-world small business problems

5.2.4.12 GBUS 4933 BUSINESS ETHICS

This course provides a survey of applied ethics in a business setting. Upon successful completion of GBUS 4933 Business Ethics the student should be able to:

1. Identify and analyze ethical issues in business,
2. Apply moral philosophies to business ethics,
3. Understand social responsibility,
4. Explain ethical decision making in business,

APPROVED: October 25, 2010

5.2.4.13 GBUS 4953 EMPLOYMENT LAW

By the end of the course, GBUS 4953, the student should be able to:

1. Explain federal laws and regulatory processes (Performance Assessment: Quizzes, Exams, Case Studies, Projects, Participation)

    Learning Objectives

        What you will learn as you master the competency:

        1.1. Explain federal equal employment opportunity laws

        1.2. Explain Presidential Executive Orders regulating affirmative action initiatives for federal contractors and agencies

        1.3. Explain the legal and regulatory environment affecting compensation and benefits.

        1.4. Explain the legal and regulatory environment affecting collective bargaining within the private and public sector

2. Analyze employment relationship issues using the federal employment laws and regulatory processes (Performance Assessment: Quizzes, Exams, Case Studies, Projects, Participation)

    Learning Objectives

        What you will learn as you master the competency:

        2.1. Determine the legal and managerial issues involved with an employment relationship decision

        2.2. Determine the legal and managerial issues involved with an equal employment opportunity decision

        2.3. Determine the legal and managerial issues involved with a compensation and benefits decision

        2.4. Determine the legal and managerial issues involved with a collective bargaining decision

3. Develop recommendations to solve employment relationship issues using the federal employment laws and regulatory processes. (Performance Assessment: Case Studies, Projects, Participation)

    Learning Objectives

        What you will learn as you master the competency:

        3.1. Communicate a recommended solution to an employment relationship issue using written and/or oral communications.

5.2.5 MANAGEMENT COURSES – LEARNING OUTCOMES

5.2.5.1 MGMT 3063 PRINCIPLES OF MANAGEMENT

By the completion of MGMT 3063 Principles of Management, a student should be able to:

1. Differentiate among the roles and functions of managers at various (entry, middle and the top) levels

2. Explain the relationships between organizational mission, goals, and objectives

3. Comprehend the significance and necessity of managing stakeholders

4. Conceptualize how internal and external environment shape organizations and their responses

5. Demonstrate empirical understanding of various organizational processes and behaviors and the theories associated with them

6. Demonstrate critical thinking skills in identifying ethical, global, and diversity issues in planning, organizing, controlling and leading functions of management

7. Understand organizational design and structural issues

APPROVED: April 30, 2010

5.2.5.2 MGMT 3433 ORGANIZATIONAL BEHAVIOR

By the completion of MGMT 3433 Organizational Behavior, a student should be able to:

1. Apply different concepts related to organizational behavior and human perception

2. Define the purpose and nature of the field of organizational behavior

3. Differentiate between the dominant perspectives in the field of organizational behavior

4. Differentiate between various types of behavior modification theories and techniques

5. Identify specific steps managers can take to motivate employees

6. Analyze different concepts related to leadership and decision making

7. Apply different concepts related to managing conflict, stress, and communication

APPROVED: April 30, 2010

5.2.5.3 MGMT 4213 SMALL BUSINESS MANAGEMENT

By the conclusion of MGMT 4213 – Small Business Management, the student will:

- Learn the distinctive features of small firm management

- Identify and describe the pros and cons of a sole proprietorship, a partnership vs. corporations

- Understand the franchising concept versus the reasons for starting a new business rather than buying an existing firm or acquiring a franchise

- Discuss the availability of entrepreneurial opportunities and the factors that make the family business unique

- Identify and describe the basic requirements for an accounting system, the content of financial statements and the working-capital cycle of a small business

- Define and explain the nature of risk, the need for a competitive advantage and the importance of an exit strategy

- Review, develop, use and apply the framework for a business plan which will include location, marketing, financial and management analyses sections of a small to medium sized firm

- Discuss the nature of the marketing research process

- Utilize cost and demand factors in setting a price

- Describe the communication process and the factors determining a promotional mix

- Explain the impact of ethics and social responsibilities on small businesses

- Explain the importance of computer technology for small businesses

APPROVED: December 6, 2010

5.2.5.4 MGMT 4333 HUMAN RESOURCES MANAGEMENT

By the completion of MGMT 4333 Human Resource Management, a student should be able to:

1. Analyze the strategic role of human resource management

2. Characterize human resource recruitment and placement

3. Explain training and development

4. Summarize the aspects of employee compensation

5. Explain the facets labor relations and employee security

6. Compare and contrast global human resource management versus domestic human resource management

7. Analyze the impact of the various employment-related laws on the human resource environment

APPROVED: April 30, 2010

5.2.5.5 MGMT 4343 CROSS-CULTURAL MANAGEMENT

By the completion of MGMT 4343 Cross-Cultural Management, a student should be able to:

1. Identify the multicultural 'big picture' in which global trade and government forces cooperate; and summarize the major culture-based challenges faced by international managers (political, legal, economic and technological).

2. Explain a range of culture-based arguments concerning the need for social responsibility and ethical behavior in multi-national enterprises.

3. Identify major cultural characteristics, including communication styles, that characterize regions, nations, communities, organizations, groups and individuals.

4. Analyze and synthesize a range of culture-based tactics for international negotiation.

5. Contrast major cultural differences in views on strategy for international alliances, including controls, labor relations and management.

6. Evaluate particular leadership styles in given situations; and for varying motivational techniques depending on circumstances.

7. Demonstrate basic business skills (foundation skills of literacy, numeracy and information technology; self-awareness, interpersonal and communication skills; critical analysis; problem-solving; creative thinking; logical argument; leadership and teamwork).

APPROVED: April 30, 2010

5.2.5.6 MGMT 4353 PRODUCTION/OPERATION MANAGEMENT

After completing MGMT 4353 Production/Operation Management, student should be able to;

(1.) demonstrate qualitative knowledge of operations management in the areas of:
   (a.) supply chain strategy and management
   (b.) product design
   (c.) process selection and design
   (d.) quality management
   (e.) capacity planning
   (f.) inventory management

ACBSP Standards: 3.A, B, and C. and 6.A, C, and D

(2.) demonstrate quantitative knowledge of operations management and the ability to apply appropriate quantitative techniques involving:
   (a.) Kanban systems
   (b.) process-flow analysis
   (c.) quality control
   (d.) supply chain dynamics
   (e.) Gantt charting and priority dispatching rules
   (f.) PERT and CPM
   (g.) EOQ, MRP, and ERP

ACBSP Standards: 3.A, B, C, and D and 6.A, C, and D

APPROVED: April 30, 2010

5.2.5.7 MGMT 4433 BUSINESS POLICY

By the completion of MGMT 4433 Business Policy, a student should be able to:

1. Conduct a strategic analysis in a variety of competitive situations providing an understanding of the competitive elements and challenges of the domestic and global business environment;

2. Manage, individually or as part of a team, the organizational processes by which strategies are formed and executed;

3. Integrate the knowledge gained in earlier Business courses in order to solve problems and strategically manage an organization;

4. Formulate a business strategy that demonstrates sound strategic decisions;

5. Evaluate any cultural, social or ethical issues inherent in a given strategic choice;

6. Implement strategy and organizing the firm for strategic success;

7. Appraise the impact of strategic decisions on physical, financial, and human resources;

8. Express ideas and conclusions verbally and in written form in a succinct, effective and efficient manner;

9. Interact appropriately, cooperatively and effectively with team members.

APPROVED: April 30, 2010

5.2.6 MARKETING COURSES – LEARNING OUTCOMES

5.2.6.1 MRKT 3043 PRINCIPLES OF MARKETING

By the completion of MRKT 3043 Principles of Marketing, the student should be able to:

1. Explain the marketing concept.

2. Recognize and suggest applications of the marketing concept.

3. Identify implications of the marketing concept for the accounting, finance, research and development, purchasing, production, and personnel functions for marketing and service functions.

4. Evaluate the effects of the marketing concept on the firm, consumers, and society.

APPROVED: April 30, 2010

5.2.6.2 MRKT 3413 CONSUMER BEHAVIOR

By the conclusion of MRKT 3413 Consumer Behavior, students should be able to:

1. Explain psychological foundations of consumer behavior.

2. Compare and contrast external influences on buying behavior.

3. Compare and contrast internal influences on buying behavior.

4. Explain the decision making process and how it relates to consumers and industrial buyers.

5. Analyze mechanisms of influence that are most likely to lead consumer to change their attitudes, beliefs, and actions.

6. Explain the usage of a tool for analyzing consumer behavior.

7. Articulate consumption behavioral patterns and motives.

APPROVED: October 25, 2010

5.2.6.3 MRKT 4013 E-MARKETING

By the conclusion of MRKT 4013 E-Marketing, students should be able to:

1. Recognize the significance in the use of technology and identify various electronic marketing strategies.

2. Distinguish between electronic business (e-business) and electronic marketing (e-marketing).

3. Identify the various trends that are shaping the future of e-marketing.

4. Explain the importance of strategic planning in e-business and e-marketing and identify the main e-business models.

5. Discuss the nature and importance of an e-marketing plan.

6. Identify and discuss the legal and ethical issues surrounding e-marketing.

7. Recognize and discuss the significance of marketing research, online consumer behavior, marketing including CRM strategies as they relate to e-marketing.

APPROVED: October 25, 2010

5.2.6.4 MRKT 4043 SALESMANSHIP

Upon completion of this course, the student will be able to:

1. Describe the techniques of professional selling.

2. Apply the proper selling tools at the right time.

3. Analyze successes and failures in a selling situation.

4. Identify, explain and apply various research tools salespersons use in the sales function.

5. Demonstrate an understanding of ethical and legal aspects of selling.

6. Develop and deliver a sales presentation.

APPROVED: October 25, 2010

5.2.6.5 MRKT 4103 MARKETING MANAGEMENT

By the end of the class, MRKT 4103 Marketing Management, students should be able to:

1. Integrate marketing concepts in making marketing decisions.

2. Select target markets and determine the positioning of products and services.

3. Utilize the tools of the marketing discipline.

4. Organize the management of an organization's marketing activities.

5. Explain to an organization's executives why marketing is beneficial and how to undertake the marketing process.

6. Integrate socially responsible marketing management processes that enhance sustainable patterns of consumption and productions into an organization's marketing plan.

APPROVED: April 30, 2010

5.2.6.6 MRKT 4113 INTERNATIONAL MARKETING

By the conclusion of the semester students in MRKT 4113 should be able to:

1. Explain what is involved in making international marketing decisions, including product, price, promotion, and place decisions to create a marketing mix.

2. Identify the contemporary issues in global marketing and the unique challenges faced by marketing managers in the dynamic global environment.

3. Analyze how differences in global economic, cultural, social, political, and legal environments can affect marketing decisions.

4. Examine complex problems and challenges faced by the contemporary global executives and managers.

5. Develop leadership skills necessary to deal with the uncertainty and changes faced by today's global marketers.

6. Integrate the important global societal dimensions of diversity, environmental concerns, ethics, and technological change into their thinking.

7. Analyze cross-cultural variables and their impact on international marketing.

8. Identify sources of information for researching and evaluating international markets.

APPROVED: April 30, 2010

5.2.6.7 MRKT 4253 INTEGRATED MARKETING COMMUNICATIONS

By the completion of MRKT 4253 Integrated Marketing Communications, a student should be able to:

1. Identify how brands represent named solutions to individual and organizational needs.

2. Comprehend how brands are a reflection of an organization's strategic plan and are the basis

    for integrated marketing communications.

3. Choose brand elements, design supporting marketing programs, and leverage secondary

    associations in the face of changing environments, competition, and markets.

4. Develop appropriate branding strategies for new products, including the use of brand

    extensions.

5. Devise brand hierarchies and brand portfolios.

6. Develop and implement brand equity measurement systems.

7. Adjust branding strategies over geographic boundaries.

8. Evaluate organizational structures to enhance brand equity.

APPROVED: April 30, 2010

5.2.7 MANAGEMENT INFORMATION SYSTEMS COURSES – LEARNING OUTCOMES

5.2.7.1 MIS 3413 MANAGEMENT INFORMATION SYSTEMS

After completing MIS 3413 Management Information Systems, students should be able to:

1.   Determine the capabilities of information systems and understand how they can be use to improve an organization's ability to fulfill its mission and compete in its industry

2.   Participate in the design of solutions to business problems employing information systems

3.   Identify and address the impact of information systems to different stakeholders and society

4.   Identify the potential concerns that organizations have regarding security and privacy, with the implementation of information systems

5.   Effectively work in teams to develop an information system (prototype) using all the principles covered in the course

6.   Explain the use and application of various topics related to "Information Systems" in Organizations.

7.   Describe information systems supporting the major business functions: sales and marketing, manufacturing and production, finance and accounting, and human resources.

8.   Demonstrate how information systems help businesses use synergies, core competencies, and network-based strategies to achieve competitive advantage.

APPROVED: June 18, 2010

5.2.7.2 MIS 4423 INFORMATION SYSTEMS MANAGEMENT

By the conclusion of MIS 44423 –Information Systems, the student will:

1. Analyze and describe managerial aspects of information systems selection, development and implementation

2. Explain how people, software, hardware, data, and procedures are shared to form an information system

3. Analyze the potential for information systems to support organizational strategy and goals and be used to gain a competitive advantage

4. Understand the critical issues faced by the MIS profession, including international information flow, legal and ethical

5. Identify and describe the principal types of secondary storage and explain haw data is organized, accessed, and processed.

6. Identify the hardware, software, and procedural components that link telecommunications systems and be able to use a variety of tools

7. Evaluate the technological infrastructures that support work in Information Age organizations

8. Apply knowledge of information systems techniques to organizational settings

9. Evaluate organizational and ethical issues involved in the management and supply of IS services

10. Explain the security and privacy concerns posed by computers and the Internet

APPROVED: December 6, 2010

5.3 BENCHMARKING

As part of the assessment process the Assessment Committee will propose methods for benchmarking of academic program goals, both internal and external. The committee's recommendations are to be considered, adopted or modified by the Business faculty. Once these benchmarks are approved by the Business faculty, the results of benchmarking should be included in the Assessment Committee's annual report to the faculty.

The Planning Committee is responsible to propose benchmarks, both internal and external, for the non-academic division goals and elements of the strategic plan. The Planning Committee's recommendation shall be considered by the Business faculty for adoption. The faculty may approve, modify or reject the proposal. Once these benchmarks are approved by the Business faculty, the results of benchmarking should be included in an annual report to the faculty by the Planning Committee.

Peer institutions for benchmarking purposes include:

Cameron University	Missouri Southern University	Oklahoma Panhandle State Univ.
East Central University	New Mexico Highlands Univ.	Pittsburg State University
Eastern New Mexico University	Northeastern State University	Rogers State University
Emporia State University	Northwest Missouri State Univ.	Southeastern Oklahoma St. Univ.
Fort Hays State University	Oklahoma Baptist University	Southwestern Oklahoma St. Univ.
Langston University	Oklahoma Christian University	University of Central Oklahoma
Midwestern State University	Oklahoma City University	

APPROVED: April 30, 2010

5.4 Constituency Surveys

The Planning Committee as part of its duties shall develop and administer constituency surveys on a regular schedule. On a three year rotation the following constituencies shall be surveyed: Business alumni, regional business and employers of Business alumni. The purpose of each survey is to assess the Business programs to determine strengths and opportunities for improvement. The Planning Committee annually shall report to the Business faculty the results of the survey, observations the committee has made from the results and recommendations, if any, for improvement. The faculty shall make recommendations to the division chair.

Annually, the Planning Committee shall cause a survey to be administered to students in upper-level Business courses to ascertain their opinions regarding the strengths and opportunities for improvement regarding the Business programs and to determine the students' satisfaction and/or dissatisfaction with the program. In addition students should be surveyed regarding the ethical and legal standards demonstrated by the Business faculty. The Planning Committee shall report to the Business faculty the results of the survey, observations the committee has made from the results and recommendations, if any, for improvement. The faculty shall make recommendations to the division chair.

The Professional Development Committee shall develop and administer, at least bi-annually, a survey or other method to ascertain the NWOSU community's impression, attitudes and opinions regarding the professionalism, ethical conduct, and contributions to the NWOSU community. The results of this survey shall be reported to the Business faculty.

APPROVED: April 30, 2010

SECTION 6 BUSINESS PROGRAM DEGREE REQUIREMENTS

6.1 GENERAL EDUCATION REQUIREMENTS

Students completing the Bachelor of Science with a major in Accounting or Business Administration must complete the university's general education requirement. As part of completing the university's general education requirement students must take the following courses with a grade of "C" or higher:

> ENGL 1113 – Composition I
> ENGL 1213 – Composition II
> SCOM 1113 – Introduction to Speech Communication
> MATH 1513 – College Algebra
> FIN 1113 – Personal Finance
> GBUS 2033 – Leadership in Business
> CMSC 1103 – Microcomputer Applications

Students completing the Bachelor of Technical Management or Bachelor of Organizational Leadership (Reach Higher) shall complete the general education requirements associated with the degree as set forth by the university.

APPROVED: July 7, 2011

6.2 FOUNDATION CORE

Students majoring in either Accounting or Business Administration must successfully complete the Foundation Core courses with a grade of "C" or higher in each class and with an overall Foundation Core GPA of 2.50 or higher before the student may major in Accounting or Business Administration. A student may not take more than 9 credit hours of upper-level Business courses without meeting this requirement. The Foundation Core courses are:

ACCT 2123	Financial Accounting
ACCT 2133	Managerial Accounting
ECON 2113	Principles of Macroeconomics
ECON 2123	Principles of Microeconomics
GBUS 2903	Legal Environment of Business
MATH 1313	Statistics

The Foundation Core requirements do not apply to the Bachelor of Technical Management or the Bachelor of Organizational Leadership.

APPROVED: October 22, 2009

6.3 BUSINESS CORE

Students majoring in either Accounting or Business Administration must successfully complete the Business Core courses with a grade of "C" or higher in each class and with an overall Business Core GPA of 2.50 or higher to graduate with a Bachelor of Science with a major in Accounting or Business Administration. The Business Core courses are:

FIN 3163   Business Finance
GBUS 3753   Business Research
GBUS 3953   Business, Society & Government
MGMT3063 Principles of Management
MGMT 4343 Cross-Cultural Management
MGMT4433 Business Policy
MIS3413   Management Information Systems
MRKT3043 Principles of Marketing

MGMT 4433 Business Policy must be completed in residence at NWOSU.

The Business Core requirements do not apply to the Bachelor of Technical Management or the Bachelor of Organizational Leadership.

APPROVED: October 22, 2009

6.4 BS – ACCOUNTING

Accounting constitutes a major-minor under university policy. Therefore, an Accounting major does not have a separate minor requirement. Accounting majors must earn a grade of "C" or higher in each upper-level Accounting course taken and have an overall GPA of 2.5 or higher in the upper-level Accounting coursework. The curriculum for the Accounting major-minor is:

General Education (see above) (54 semester hours)

Foundation Core (see above) (18 semester hours)

Business Core (see above) (24 semester hours)

Upper-Level Accounting Courses (30 semester hours):

ACCT 3013	Intermediate Accounting I
ACCT 3113	Intermediate Accounting II
ACCT 3133	Individual Income Tax
ACCT 3153	Cost Accounting
ACCT 4133	Accounting Information Systems
ACCT 4173	Auditing
ACCT 3123	Governmental/Non-Profit Accounting
ACCT 4303	International Accounting
ACCT 3923	Advanced Business Law/Ethics
ACCT ****	Upper-level Accounting electives

TOTAL HOURS ACCOUNTING MAJOR-MINOR = 126 SEMESTER HOURS

APPROVED: October 22, 2009

6.5 BS - BUSINESS ADMINISTRATION

Students majoring in Business Administration must complete a Business-related minor in Accounting, Entrepreneurship, General Business, Management or Marketing. The curriculum for the Business Administration major is:

General Education (see above) (54 semester hours)

Foundation Core (see above) (18 semester hours)

Business Core (see above) (24 semester hours)

Minor Requirements (see below) (21 semester hours)

Free Electives (7 semester hours)

TOTAL HOURS BUSINESS ADMINISTRATION MAJOR = 124 SEMESTER HOURS

APPROVED: October 22, 2009

6.6 MINORS

6.6.1 MINORS PRIMARILY FOR BUSINESS ADMINISTRATION MAJORS

All Business Administration majors must successfully complete the requirements of one of the minors listed in section 6.6.1 with a grade of "C" or higher in each class and an overall GPA in the minor coursework of 2.50 or higher. All minors consist of 21 semester hours and have a required international class.

APPROVED: October 22, 2009

6.6.1.1 ACCOUNTING

The minor in Accounting consists of:

ACCT 3103	Intermediate Accounting I
ACCT 3113	Intermediate Accounting II
ACCT 3123	Governmental/Non-profit Accounting
ACCT 3133	Individual Income Tax
ACCT 3153	Cost Accounting
ACCT 4303	International Accounting
ACCT ****	Upper-level Accounting elective

Any elective upper-level course with the prefix ACCT applies as an Accounting elective. Students may seek approval from their advisor and division chair to apply courses from other disciplines as upper-level Accounting electives.

APPROVED: October 22, 2009

6.6.1.2 GENERAL BUSINESS

The minor in General Business consists of:

> International course (ACCT 4303, ECON 3213, GBUS 3513 or MRKT 4113)
>
> Upper-level Business elective
>
> Upper-level Business elective
>
> Upper-level Business elective
>
> Upper-level Business elective
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> Upper-level Business elective
>
> Upper-level Business elective

Any elective upper-level course with the prefix ACCT, ECON, GBUS, FIN, MGMT, MIS or MRKT applies. A student may not apply more than 9 hours of coursework from any particular discipline (prefix) toward the minor. In addition, students may take one of the following classes as an upper-level Business elective: PSYC 3213, MCOM 3213, SCOM 3213, or SCOM 3613. Students may seek approval from their advisor and division chair to apply courses from other disciplines as upper-level Business electives.

APPROVED: October 22, 2009

6.6.1.3 ENTREPRENEURSHIP

The minor in Entrepreneurship consists of:

>   International Business course (GBUS 3513 or MRKT 4113)
>
>   GBUS 3613   Principles of Entrepreneurship
>
>   MGMT 4213 Small Business Management
>
>   Internship or GBUS 4323 Small Business Consulting
>
>   Upper-level Business elective
>
>   Upper-level Business elective
>
>   Upper-level Business elective

Any elective upper-level course with the prefix ACCT, ECON, GBUS, FIN, MGMT, MIS or MRKT applies. A student may not apply more than 6 hours of coursework from any particular discipline (prefix) toward the minor. Students may seek approval from their advisor and division chair to apply courses from other disciplines as upper-level Business electives.

APPROVED: October 22, 2009

6.6.1.4 MANAGEMENT

The minor in Management consists of:

GBUS 4953   Employment Law

GBUS 3513   International Business

MGMT 3433 Organizational Behavior

MGMT 4333 Human Resources Management

Upper-level Management elective

Upper-level Management elective

Upper-level Management elective

Any elective upper-level course with the prefix MGMT applies as a Management elective. In addition, students may take one of the following classes as an upper-level Management elective: PSYC 3213, MCOM 3213, SCOM 3213, or SCOM 3613. Students may seek approval from their advisor and division chair to apply courses from other disciplines as upper-level Management electives.

APPROVED: October 22, 2009

6.6.1.5 MARKETING

The minor in Marketing consists of:

MRKT 3413   Consumer Behavior

MRKT 4043   Salesmanship

MRKT 4103   Marketing Management

MRKT 4113   International Marketing

MRKT 4253   Integrated Marketing Communications

Upper-level Marketing elective

Upper-level Marketing elective

Any elective upper-level course with the prefix MRKT applies as a Marketing elective. Students may seek approval from their advisor and division chair to apply courses from other disciplines as upper-level Management electives.

APPROVED: October 22, 2009

6.6.2 MINORS FOR NON-ACCOUNTING/BUSINESS ADMINISTRATION MAJORS

The following minors have been developed for students majoring in a discipline other than Accounting or Business Administration. Students majoring in Accounting or Business Administration may not minor in any of the minors listed in section 6.6.2. All of these minors require 21 semester hours of course work.

APPROVED: October 22, 2009

6.6.2.1 ACCOUNTING MINOR FOR NON-BUSINESS STUDENTS

    ACCT 2123   Financial Accounting

    ACCT 2133   Managerial Accounting

    ACCT 3103   Intermediate Accounting

      OR   OR

    ACCT 3133   Individual Income Tax

    ACCT 3153   Cost Accounting I

    CMSC 1103   Microcomputer Applications

    Upper-level Accounting elective

    Upper-level Accounting elective

Any elective upper-level course with the prefix ACCT applies as an Accounting elective. Students may seek approval from their advisor and division chair to apply courses from other disciplines as upper-level Accounting electives. Students must meet prerequisite requirements for any upper-level course taken.

APPROVED: October 22, 2009

6.6.2.2 BUSINESS MINOR FOR NON-BUSINESS STUDENTS

ACCT 2003	Survey of Accounting
ECON 2103	Survey of Economics
FIN 3013	Survey of Finance
GBUS 2903	Legal Environment of Business
MGMT 3063	Principles of Management
MRKT 3043	Principles of Marketing
	Upper-level Business elective

Any elective upper-level course with the prefix ACCT, ECON, GBUS, FIN, MGMT, MIS or MRKT applies. Students must meet prerequisite requirements for any upper-level course taken.

APPROVED: October 22, 2009

6.6.2.3 HUMAN RESOURCE MANAGEMENT MINOR FOR NON-BUSINESS STUDENTS

ACCT 2003   Survey of Accounting

GBUS 2903   Legal Environment of Business

GBUS 4953   Employment Law

MGMT 3063 Principles of Management

MGMT 4333 Human Resources Management

Upper-level Management elective

Upper-level Management elective

Any elective upper-level course with the prefix MGMT applies as a Management elective. In addition, students may take one of the following classes as an upper-level Management elective: PSYC 3213, MCOM 3213, SCOM 3213, or SCOM 3613. Students may seek approval from their advisor and division chair to apply courses from other disciplines as upper-level Management electives. Students must meet prerequisite requirements for any upper-level course taken.

APPROVED: October 22, 2009

6.6.2.4 ENTREPRENEURIAL MANAGEMENT MINOR FOR NON-BUSINESS STUDENTS

ACCT 2003   Survey of Accounting

FIN 3013   Survey of Finance

MGMT 3063 Principles of Management

GBUS 3613   Principles of Entrepreneurship

MGMT 4213 Small Business Management

Upper-level Business elective

Upper-level Business elective

Any elective upper-level course with the prefix ACCT, ECON, GBUS, FIN, MGMT, MIS or MRKT applies. Students must meet prerequisite requirements for any upper-level course taken.

FIN 3013 includes a General Education Economics class as a prerequisite. Students who did not take an Economics class as part of their General Education coursework will have to take an additional 3 hours.

APPROVED: October 22, 2009

APPENDIX A – DIVISION OF BUSINESS STRATEGIC PLAN

Division of Business

School of Professional Studies

Northwestern Oklahoma State University

Five-Year Strategic Plan

2010/11 to 2014/15

August 20, 2010

INTRODUCTION

In his classic book <u>Management: Tasks, Responsibilities, and Practices,</u> Peter Drucker defined Strategic Planning as follows:

It is the continuous process of making present entrepreneurial (*risk-taking*) *decisions* systematically and with the greatest knowledge of their futurity; organizing systematically the *efforts* needed to carry out these decisions; and measuring the results of these decisions against the expectations through organized, *systematic feedback*. (page 125)

The purpose of this document is to provide a logical basis for the activities of the Division as well as to serve as a benchmark for the evaluation of the Division and its members. Strategic planning at this organizational level involves establishing the priorities, clear directions, and inspiration needed to achieve the Mission and Goals of the Division.

DIVISION MISSION STATEMENT

The Division of Business provides a quality, student-centered learning environment to prepare students to be competent, ethical business professionals, entrepreneurs and leaders in the regional workplace and in the world. The division accomplishes this by offering quality education delivered by qualified, involved faculty dedicated to continuous improvement processes in order to prepare our alumni to contribute to the intellectual and economic vitality of regional stakeholders and beyond.

DIVISION VISION STATEMENT

As a regional leader in educating students to become business professionals and leaders, the Division of Business is committed to providing quality student-centered programs that will be professionally accredited within the next five years.

DIVISION VALUES STATEMENT

The following nine Core Values guide the thinking, actions and governing processes of the Division of Business and its administrators, faculty, and staff:

Communication
Communication skills are vital to any competent, ethical business professional, entrepreneur or leader; therefore, the Division of Business values the development of communication skills.

Continuous Improvement

One key factor in the success of any organization is continuous improvement. This accomplished through self-reflection, assessment, benchmarking, creativity, focus, strategic planning, critical thinking and willingness to change.

Critical Thinking

Critical thinking is essential to success in life, no matter how success is defined. The Division of Business encourages, develops and rewards students who demonstrate critical thinking skills. Critical thinking includes elements of creativity, individuality, mutuality, ethical reasoning, initiative, problem-solving, and explaining/justifying positions.

Ethical Conduct

In order to develop ethical business professionals, entrepreneurs and leaders, the Division's administrators, faculty and staff must conduct themselves in an ethical manner.

Focus

The Division of Business is focused on providing the best possible education to the students majoring or minoring in Business disciplines or taking Division of Business classes.

Professionalism

Professionalism combines many values such as collegiality, integrity, self-discipline, collaborative attitude, initiative, stewardship and social responsible behavior. In an academic environment shared governance is also part of professionalism.

Scholarship

As a student-centered teaching institution, scholarly activity is essential for faculty to remain current in their profession and to provide the highest quality education to our students.

Service

The faculty of the Division of Business provides leadership and service to their university, division, profession and communities.

Tolerance

The faculty of the Division of Business values unconditional acknowledgment and acceptance of others as persons, regardless of their background, ethnicity, gender or beliefs. Tolerance is the core value for diversity.

DIVISION GOALS

In order to achieve the mission, the Division of Business will provide competent, supportive faculty and will offer relevant curricula that will help prepare students to cope with and thrive in an ever-changing world. More specifically, the Division believes that:

6. Each graduating student should have basic knowledge of the various disciplines in business.

7.   Each graduating student should have well developed communication skills and be competent in the use of technology.

8. Each graduating student is expected to think critically.

9. Each graduating student is expected to possess good interpersonal skills.

10. Each graduating student should have the ability to formulate good ethical judgments.

STRENGTHS, WEAKNESSES, OPPORTUNITES, AND THREATS: SWOT ANALYSIS

Strengths

The Division of Business has several significant strengths. First and perhaps foremost, it has the largest number of majors (approximately 350) of all the programs at NWOSU. While it is true that Business is a popular major nationwide, the fact that it is the most popular major at NWOSU suggests that the curricula and faculty have been viewed very favorably and, as a result of changes that have been made during the past year and that are being planned, that they will be viewed even more favorably in the future. In fact, the number of majors has been increasing at the rate of 3% per year and is expected to continue to do so.

Second, and with respect to curricula, the Division faculty spent much of the 2009/2010 academic year streamlining the curricula (e.g., one Major and one Minor were dropped, some courses were dropped as Required courses and/or eliminated altogether, etc.), and assuring that the objectives for each course met both faculty and ACBSP standards. In addition, the Division is developing an increasing number of on-line course offerings with the goal of being able to deliver the Accounting and Business degree programs on-line by the end of the 2011/2012 academic year. The results are contemporary curricula that should appeal to a growing number of students enrolled in Division courses and an increasing number of Division majors.

Third, and with respect to faculty, as a result of hiring three new ACBSP Doctorally Qualified faculty during the 2009/2010 academic year, the Division currently has a total of five faculty

who are Doctorally Qualified in one or more areas. In addition, a sixth faculty member should become Doctorally Qualified by the end of 2010. The four remaining faculty are Professionally Qualified in one or more areas, and all four are working on their doctorates.   Consequently, the Division can be viewed as having faculty with good credentials.

Fourth, one of the new faculty hired during the 2009/2010 academic year, Steven Palmer, was brought in as Chair. In addition to being Doctorally Qualified in the areas of Business Law, Management, and Marketing, he has experience preparing the ACBSP Self-Study for his previous employer. More particularly, one of the principal reasons that he was hired was to lead the Accounting and Business programs to ACBSP accreditation; obtaining accreditation should improve the image of the institution in general and the program in particular. The Accounting and Business programs became a Candidate for ACBSP Accreditation in June 2010.

Finally, the Division has the ability to serve multiple geographically diverse sites. In addition to the main campus in Alva, courses are delivered either in-class or ITV at Crabtree, Enid, Ponca City, and Woodward. The addition of more on-line course offerings will enable the Division to increase its reach.

Weaknesses

Although the Division benefits from the existence of several significant strengths, it also suffers from the existence of several significant weaknesses. The first and principal weakness involves staffing, both administrative and faculty.

With respect to the matter of administrative staffing, although it has the largest number of majors, and although each of the other two Divisions (Education and Nursing) has at least one, the Division of Business does not have even a part-time Administrative Assistant, which is a glaring deficiency. The lack of any administrative support whatsoever places an unreasonably heavy operational burden on the Chair and faculty and needlessly will hinder the effort to obtain accreditation. Remedying this deficiency is a *sine qua non*.

With respect to the matter of faculty staffing, given the current number of majors, the fact that 30% of its courses are taught by adjunct faculty, the fact that it has not been possible, given existing staffing, to deliver an adequate number and variety of elective courses, and the goal of being able to deliver the Accounting and Business degrees on-line by the end of next year, the Division is absolutely in need of (at least two, and preferably three) additional full-time Doctorally Qualified faculty and an adequate number of (at least) Professionally Qualified adjunct faculty .   However, given the existing salary structure, current budget constraints, the relative isolation of the Alva campus, and, in terms of supply, a tight market, hiring additional faculty will be challenging.

Adequately addressing staffing weaknesses in these two areas is critical. Hiring an Administrative Assistant can and should quickly be accomplished; hiring additional faculty will be more difficult.

The second weakness involves the credentials and scholarly productivity of some Division faculty.   While it is true that by the end of 2010 six of the ten full-time faculty should be Doctorally Qualified in one or more areas, the other four are not Doctorally Qualified, which, among other things, makes it more challenging to meet the ACBSP staffing standards (i.e., 80/40) and to convey an image of a faculty with strong credentials.   Also, as of the 2009/2010 academic year, the scholarly productivity of several of the faculty members was insufficient to enable the Division to meet ACBSP standards in that regard. Consequently, it is imperative that those faculty working on doctorates complete them as soon as possible and that all faculty become and remain active in terms of scholarly productivity, especially in peer reviewed publications.

The third weakness is due to the fact that six of the Division faculty are located in Alva and the other four are located 67 miles away in Enid. Although technology makes it possible to compensate in many ways, the fact remains that operating difficulties and the lack of a sense of cohesion are pervasive; effectively there are no "campus-wide" activities, co-ordinating activities between the two sites is not always easily accomplished, and there is a palpable lack of *esprit de corps* among the faculty.

Fourth, the university and the Division are characterized by a lack of diversity. A preponderance of the faculty, staff, and students have Oklahoma roots, which is good in terms of an affinity for and understanding of NWOSU tradition and practices. However, in an age of increasing geographic, academic, and technological awareness and mobility, NWOSU needs to become less insular in terms of its reputation and operations.

Finally, NWOSU is the only state university whose Business program is not accredited by one of the three accrediting organizations. The lack of accreditation puts the program at a competitive disadvantage.

Opportunities

First, obtaining ACBSP accreditation should enhance the status of both the institution and the Division of Business, thereby enhancing their ability to attract students, faculty, and additional funding. As previously noted, both the Accounting and Business programs became candidates for accreditation in June of 2010, and accreditation is likely by either 2012/2013 or 2013/2014.

Second, create online Business and Accounting programs to tap the unserved Oklahoma market.

Third, the Business Programs have the opportunity to recruit international students through online and/or on campus programs and to partner with international institution to create dual programs.

Fourth, the Division of Business has the opportunity to recruit Oklahoma Career tech and Community College students through online and/or on campus programs and to partner with international institution to create seamless transfer to the NWOSU programs.

Finally, the Division of Business has the opportunity to develop Master's programs to fill a void in northwestern Oklahoma.

Threats

NWOSU in general and the Division of Business in particular face at least three significant threats. First, Oklahoma is experiencing and will continue to experience a declining number of high school graduates, especially in rural areas. One significant result will be the same number of institutions trying to attract a shrinking market of traditional students; in order to maintain enrollment levels, let alone increase them, existing programs are going to have to offer increasingly appealing curricula.

Another significant result could be the possibility of cuts in funding as tuition revenue declines. For those institutions experiencing enrollment declines, cuts in funding could pose threats to their long-term viability; for those institutions experiencing steady or rising enrollments, their ability to maintain and improve programs will be challenged if their budgets remain unchanged.

Second, so long as the national and state economies remain sluggish, there will be continuing possibilities of cuts in funding. On top of the cuts that already have been made, providing adequate curricula, faculty, resources, and administrative support will prove challenging.

Finally, at the present time the market for qualified Business faculty with terminal degrees is very tight: there are approximately three openings for every applicant. Given the salary structure at NWOSU and the relative isolation of the main campus at Alva, hiring new full-time and adjunct faculty and replacing those who leave is going to be an on-going problem that will limit the ability of the Division to strengthen its course offerings, attract students, and maintain ACBSP accreditation.

DIVISION OF BUSINESS

<u>FIVE-YEAR GOALS</u>

-ACBSP ACCREDITATION

-100 % OF FACULTY DOCTORALLY QUALIFIED

-60 ADDITIONAL MAJORS

-ALL REQUIRED COURSES ON-LINE

-ALL FACULTY PRESENTING PAPERS AND/OR GETTING PAPERS ACCEPTED IN REFEREED PROCEEDINGS OR JOURNALS EACH YEAR

- EACH FACULTY HAVING A PAPER ACCEPTED IN A PEER REVIEWED JOURNAL OR PROCEEDINGS EVERY TWO YEARS

-$25,000 IN GRANTS

- AT LEAST TWO NEW FULL-TIME DOCTORALLY QUALIFIED FACULTY MEMBERS

- DOUBLE THE NUMBER OF STUDENTS IN "REACH HIGHER" PROGRAM

ANNUAL GOALS

Year	Goal	Responsibility
2010/11	Administrative Assistant hired and working for DOB	Administration
	on-going work to bring Business programs into compliance with ACBSP standards	Chair/Faculty
	two faculty reach ABD status	Sneary and Tucker
	three faculty members having papers published in peer-reviewed Proceedings and/or Journals	Faculty
	paper presentations at academic conferences - all faculty	Faculty
	one more Doctorally-qualified faculty member	Gustafson
	remain one of three top growing programs at NWOSU	Faculty/Adm.
	bring assessment efforts up-to-speed/compare competencies of NWOSU students to appropriate benchmarks	Chair/Assessment Comm./ Faculty
	on-going refinement of curricula as deemed appropriate	Chair/Planning Comm./ Faculty
	Approval of required Accounting (major-minor), Management (minor) courses as on-line courses	Chair/Faculty
	state approval of on-line Accounting and Business majors	Adm./Chair
	All full-time and adjunct Division faculty who have not been trained regarding online teaching complete the NWOSU training for online teaching	Faculty

2011/12	hire at least two additional full-time Doctorally-Qualified faculty members (Management and Business Law/Ethics +	Adm./Chair
	submission of ACBSP Self-Study and award of accreditation	Chair/Faculty
	two current faculty complete doctorates	Sneary and Tucker
	seven faculty members having papers published in peer-reviewed Proceedings and/or Journals (those who did not have a published paper the prior year)	Faculty
	presentations of papers at academic conferences by all faculty	Faculty
	submission of one grant request	Faculty
	remain one of three top growing programs at NWOSU	Faculty/Adm.
	on-going assessment of student competencies and refinement of curricula as deemed appropriate	Chair/Assessment Comm./Planning Comm./Faculty
	Accounting and Business (with certain minors) majors available on-line	Chair/Faculty
	Approval of all remaining Division courses to be taught as on-line courses	Chair/Faculty

2012/13	work on Conditions of accreditation (if any) and assure on-going compliance with standards	Chair/Faculty
	five faculty members having papers published in peer-reviewed Proceedings and/or Journals	Faculty
	presentations of papers at academic conferences by all faculty	Faculty
	submission of one grant request	Faculty
	remain one of three top growing programs at NWOSU	Faculty/Adm
	on-going assessment of student competencies and refinement of curricula as deemed appropriate	Chair/Assessment Comm./Planning Comm./Faculty
	on-going refinement and delivery of on-line Accounting and Business majors	Chair/Faculty
	two current faculty reach ABD status	Reddy and Roark
	exploration of the desirability and feasibility a master's degree program either in Business and/or joint with another discipline	Chair/Planning Comm./Faculty

2013/14	work on Conditions of accreditations (if any) and assure on-going compliance with standards	Chair/Faculty
	five faculty members having papers published in peer-reviewed Proceedings and/or Journals (those who did not publish the prior academic year)	Faculty
	presentations of papers at academic conferences by all faculty	Faculty
	remain one of three top growing programs at NWOSU	Faculty/Adm.
	on-going assessment of student competencies and refinement of curricula as deemed appropriate	Chair/Assessment Comm./Planning Comm./Faculty
	on-going refinement and delivery of on-line Accounting and Business majors	Chair/Faculty

2014/15	assure on-going compliance with ACBSP Standards	Chair/Faculty
	two faculty complete doctorates	Reddy and Roark
	five faculty members having papers published in peer-reviewed Proceedings and/or Journals	Faculty
	presentations of papers at academic conferences by all faculty	Faculty
	remain one of three top growing programs at NWOSU	Faculty/Adm.
	submission of two grant requests	Faculty
	on-going assessment of students competencies and refinement of curricula as deemed appropriate	Chair/Assessment Comm./Planning Comm./Faculty
	on-going refinement and delivery of on-line Accounting and Business programs	Chair

Approved: August 20, 2010

APPENDIX B – NWOSU FACULTY REVIEW PROCESS

Faculty Evaluation @ NWOSU

- **Tenured faculty** will be evaluated every three years in conjunction with tenure review. The Vice-President will notify tenured faculty when there are up for review.

- **Non-Tenured** faculty will be evaluated every fall semester and the evaluation should focus on the previous academic year. Faculty to be considered for initial tenure should submit a portfolio based on all years at NWOSU. First-year faculty are exempt from submitting a portfolio, but will have student evaluations done in the fall and should begin developing a portfolio.

- Faculty hired in the fall of 2005 or later are required to use **LiveText** for their faculty portfolio. Faculty hired before fall 2005 may use LiveText or may create a hard-copy portfolio.

- Faculty will be evaluated in 5 areas: (faculty designated weights)

   1) Teaching/Instruction   (40-75%)
   2) Professional Development   (5-25%)
   3) Scholarly Activity   (5-25%)
   4) Institutional Involvement   (5-25%)
   5) Community Service   (0-15%)

- Faculty will be evaluated using three sources:

   1)   department/division chair
   2)   peer faculty members
   3)   students (via online student evaluations from the fall semester)

- The timeline for the faculty evaluation process is as follows:

- October 1st: Portfolios due to department/division chairs along with peer faculty selections and faculty-designated weight ranges

- October-November: Peers and Department/Division chairs evaluate faculty portfolios. The Dept./Div. chair is responsible for getting the portfolios, the appropriate evaluation forms, and the faculty evaluation rubrics to evaluators.

- December 1st: Completed evaluation forms and portfolios due to the appropriate Academic Dean. (chair responsible for collecting forms & portfolio)

- December: Academic Deans compile information and add in student evaluation scores. The faculty evaluation summary sheet is filled out by the academic Dean.

- January: Department/Division chairs meet with faculty to go over the evaluations and return portfolios.

- Faculty evaluation forms, the faculty evaluation rubrics, and the portfolio outline, as well as additional information about the faculty evaluation process at Northwestern are available on the Faculty Evaluation website at: http://www.nwosu.edu/facultyevaluation

APPENDIX C – Program Assessment Plan

Program Assessment Plan

Program Goals

Goals for the Division of Business (All programs):

1. Each graduating student should have basic knowledge of the various disciplines in business.
2. Each graduating student should have well developed communication skills and be competent in the use of technology.
3. Each graduating student is expected to think critically.
4. Each graduating student is expected to possess good interpersonal skills.
5. Each graduating student should have the ability to formulate good ethical judgments.

Accounting Goals:
1. Each graduating student should have appropriate accounting software skills.
2. Each graduating student should know the accounting standards of the accounting profession.
3. Each graduating student should know the code of conduct required by certifying bodies.

Business Administration Goals:
1. Graduating Business Administration majors, as a graduating class, will demonstrate a basic knowledge of the functional areas of accounting, business law, economics, finance, management and marketing.
2. Each graduating student should be able to demonstrate the necessary skill to identify, conceptualize, diagnose, evaluate, and analyze business problems.

Organizational Leadership Goals:
1. Each graduating student should be able to integrate prior work experience with complementary knowledge of business principles gained in an academic environment.
2. Each graduating student should be able to demonstrate the necessary skill to identify, conceptualize, diagnose, evaluate, and analyze business problems.

Technical Management Goals:
1. Each graduating student should have added complementary knowledge of business principles to the skills gained from their career specialty.
2. Each graduating student should be able to demonstrate the necessary skill to identify, conceptualize, diagnose, evaluate, and analyze business problems.

<u>Assessment of Program Goals</u>

Goals for the Department of Business (All Programs):

1) Graduating students should have basic knowledge of the various disciplines in business.

During the MGMT 4433 Business Policy course the students will take the Major Field Test. [Direct, summative, external, comparative]

> Objective 1: 75% of the students will score above the 50th percentile on the Major Field Test in Business.

> Objective 2: The institution overall score will be above the median score of our identified peer institutions.

> Objective 3: In all 9 assessment indicators, the mean percent correct should be 50 or higher.

2) Graduating students should have well developed communication skills and be competent in the use of technology.

During MGMT 4433 Business Policy course the students will prepare and make a presentation that will be assessed based on a faculty-developed rubric. [Direct, summative, internal]

> Objective 1: 80% of the students must score at or higher than the acceptable on a faculty-developed rubric regarding presentation skills. (See Attachment 1, Items B.1-B.6)

> Objective 2: 80% of the students must score at or higher than the acceptable on a faculty-developed rubric regarding technology skills demonstrated in the presentation. (See Attachment 1, Items B.1-B.2)

During MGMT 4433 *Business Policy* students will prepare a detailed case analysis using proper written communication skills based on a rubric. [Direct, summative, internal]

> Objective 3: 80% of the students will demonstrate (meet or exceed) acceptable written communication skills. (See Attachment 2, Item 10)

During GBUS 3753 *Business Research* students will prepare a research report using proper written communication skills based on a rubric. [Direct, formative, internal]

> Objective 4: 80% of the students will demonstrate (meet or exceed) acceptable written communication skills. (See Attachment 3)

3) Graduating students are expected to think critically.

During MGMT 3043 Principles of Management students will prepare a case analysis demonstrating the ability to identify issues, analyze issues, develop reasonable alternatives and propose a plausible solution. [Direct, formative, internal]

> Objective 1: 80% of the students will demonstrate (meet or exceed) acceptable critical thinking abilities using a faculty developed rubric. (See Attachment 4)

During the MGMT 4433 Business Policy course the students will complete an individual simulation exercise. [Direct, formative, external, comparative]

> Objective 2: The class median percentile on Business Acumen and Business Knowledge will each be at or above the 50th percentile.

During MGMT 4433 Business Policy students will prepare a detailed case analysis demonstrating the ability to identify issues, analyze issues, develop reasonable alternatives and propose a plausible solution. [Direct, summative, internal]

> Objective 3: 80% of the students will demonstrate (meet or exceed) acceptable critical thinking abilities by scoring 20 points or higher on the faculty developed rubric (See Attachment 2).

4) Graduating students are expected to possess good interpersonal skills.

During the MGMT 4433 Business Policy course the students will complete a team Simulation and associated presentation. Peer evaluation of the interpersonal communication/teamwork on the simulation team will be measured using a rubric. [Indirect, summative, external]

> Objective: 80% of the students must score at or higher than the acceptable on a faculty-developed rubric. (See Attachment 5)

5) Graduating students should have the ability to formulate good ethical judgments.

The GBUS3953 Business, Society & Government course will use Ethics Dilemma Analysis and/or Ethics Game Simulation to verify good ethical judgment. [Direct, formative, external]

> Objective 1: 80% of the students must score at or higher than the acceptable on a faculty-developed rubric. (See Attachment 6)

During MGMT 4433 *Business Policy* students will prepare a detailed case analysis demonstrating ethical consideration, analysis and decision based on a rubric. [Direct, summative, internal]

> Objective 2: 80% of the students must score at or higher than the acceptable on a faculty-developed rubric. (See Attachment 2, Items 7 and 8)

Accounting Goals:

1) Graduating students should have appropriate accounting software skills.

In ACCT 4133 Accounting Information Systems a computer software project with a written report would be an internal measure of the students' accounting software skills.

Objective: 80% of the students will score at or higher than the acceptable on a faculty-developed rubric. (See Attachment 7)

2) Graduating students should know the accounting standards of the accounting profession.

The program's success on this goal will be based on the passage rate of students who took the majority of their Accounting courses at NWOSU taking the Oklahoma CPA examination.

Objective 1: A majority of the students who took the majority of their Accounting classes from NWOSU who sit for CPA exam in Oklahoma will pass.

Objective 2: The Oklahoma CPA exam pass rate for students who took the majority of the Accounting classes from NWOSU will be at or above the median pass rate for all public 4-year Oklahoma universities.

3) Graduating students should know the code of conduct which is required by certifying bodies.

The program's success on this goal will be based on the passage rate of students who took the majority of their Accounting courses at NWOSU taking the Oklahoma CPA examination.

Objective 1: A majority of the students who took the majority of their Accounting classes from NWOSU who sit for CPA exam in Oklahoma will pass.

Objective 2: The Oklahoma CPA exam pass rate for students who took the majority of the Accounting classes from NWOSU will be at or above the median pass rate for all public 4-year Oklahoma universities.

Business Administration Goals:

1) Graduating Business Administration majors, as a graduating class, will demonstrate a basic knowledge of the functional areas of accounting, business law, economics, finance, management and marketing.

During the MGMT 4433 Business Policy course the students will take the Major Field Test. [Direct, summative, external, comparative]

Objective 1: 75% of the students will score above the 50th percentile on the Major Field Test in Business.

Objective 2: The institution overall score will be above the median score of our identified peer institutions.

Objective 3: In all 9 assessment indicators of the MFT, the mean percent correct should be 50 or higher.

During the MGMT 4433 Business Policy course the students will do a Simulation (team) which will demonstrate their understanding of at least one of the business disciplines.

Objective 4: In MGMT 4433 Business Policy simulation presentations 80% of the students will meet or exceed expectations in response to the statement "The team member demonstrate a clear understanding of _____ principles," in each discipline. (See Attachment 1, Items A.1-A.7)

2) Graduating students should demonstrate the necessary skill to identify, conceptualize, diagnose, evaluate, and analyze business problems.

During the MGMT 4433 Business Policy course each student will prepare a detailed case analysis to demonstrate these abilities.

Objective: 80% of the students will score at least 20 points on the assessment rubric. (See Attachment 2)

Organizational Leadership Goals:

1) Graduating students should be able to integrate prior work experience with complimentary knowledge of business principles grounded in an academic environment.

Students will take a pre-test in the first ORGL class, Foundations of organizational Leadership. A post-test will be administered in the last class, Leadership Capstone.

Objective: 80% of the students will show at least a 50% reduction of errors from the pre-test.

2) Graduating students should demonstrate the necessary skill to identify, conceptualize, diagnose, evaluate, and analyze business problems.

During the ORGL4553 Leadership Capstone course each student will prepare a detailed case analysis to demonstrate these abilities.

Objective: 80% of the students will score at least 80% on the assessment rubric. (See Attachment 8)

Technical Management Goals:

1) Graduating students should have added complementary knowledge of business principles to the skills gained from their career specialty.

Students will take a pre-test administered by their advisor before taking their first class after declaring the major. A post-test will be administered in MGMT 4433 Business Policy.

Objective: 80% of the students will show at least a 50% reduction of errors from the pre-test.

2) Graduating students should demonstrate the necessary skill to identify, conceptualize, diagnose, evaluate, and analyze business problems.

During the MGMT 4433 Business Policy course each student will prepare a detailed case analysis to demonstrate these abilities.

Objective: 80% of the students will score at least 20 points on the assessment rubric. (See Attachment 2)

Capstone Team Presentation

Evaluation Form

Evaluator Name: _____   Team Name: _____

Rating System

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Cannot Determine
5	4	3	2	1	X

A. Demonstration of Business Knowledge

A.1. The team members demonstrate a clear understanding of ***strategic management***, specifically in relation to their team's competitive advantage and their future prospects for growth.	5	4	3	2	1	X
A.2. The team members demonstrate a clear understanding of ***marketing*** principles, such as in relation to forecasting sales and promoting their product.	5	4	3	2	1	X
A.3. The team members demonstrate a clear understanding of ***operations management*** principles, such as in relation to inventory control and production management.	5	4	3	2	1	X
A.4. The team members demonstrate a clear understanding of ***accounting*** principles, such as in relation to cash flow management.	5	4	3	2	1	X
A.5. The team members demonstrate a clear understanding of ***economic*** principles, such as in relation to price elasticity.	5	4	3	2	1	X
A.6. The team members demonstrate a clear understanding of ***finance*** principles, such as in relation to developing an optimal financial structure.	5	4	3	2	1	X
A.7. The team members demonstrate a clear understanding of the importance of ***integrating all business functions*** in order to succeed in a complex market environment.	5	4	3	2	1	X

Rating System

Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree	Cannot Determine
5	4	3	2	1	X

B. Demonstration of Professionalism and Presentation Skills

B.1. The team members demonstrated an exceptional level of professionalism in the textual and visual style of their electronic slides.	5	4	3	2	1	X
B.2. The team members demonstrated an exceptional level of professionalism in the quality of their numerical graphs and figures in their electronic slides.	5	4	3	2	1	X
B.3. The team members demonstrated an exceptional level of professionalism in the delivery of their presentation (i.e. verbal skills and non-verbal skills).	5	4	3	2	1	X
B.4. The team members demonstrated an exceptional level of persuasiveness in the delivery of their presentation (i.e. they made their argument well).	5	4	3	2	1	X
B.5. The team members demonstrated an exceptional level of persuasiveness during their question and answer time.	5	4	3	2	1	X
B.6. The team members demonstrated an exceptional level of professionalism in the physical appearance.	5	4	3	2	1	X

C. Print Comments if Any:

ATTACHMENT 2

PROGRAM ASSESSMENT CASE ANALYSIS RUBRIC

Student: Date:	Exceeds (3pts)	Acceptable (2pts)	Needs Improvement (0 pts)
1. The student appropriately identified the business' mission.			
2. The student appropriately identified the strengths, weaknesses, opportunities and threats.			
3. The student appropriately identified the issue(s) involved in the case.			
4. The student set forth at least three reasonable options for solving the issue(s).			
5. The student appropriately evaluated each alternative and selected an appropriate solution.			
6. The student supported his/her positions and recommendations with facts and logic.			
7. The student took into consideration the various stakeholders, their interests and the impact of each alternative on the various stakeholders.			
8. The student's solution was ethical.			
9. The student, using logic and facts, reasonably predicted the impacts of their recommendation.			
10. The student communicated effectively using proper grammar, spelling, format and style in a manner that was clear, concise and organized.			
SubTotal			
Total Pts			

ATTACHMENT 3

Business Research Project Rubric

This assignment is worth 400 points. Points will be deducted for grammar, spelling, punctuation, and not following instructions! You should have 15 pages of information. The cover page and the table of contents will not count as pages. Use 1" margins, 12-point Times New Roman font, double-spaced. You will need at least 6 sources of information in your background/description from a literature review. Follow the additional guidelines set forth in your course syllabus regarding due dates and project description.

Contents to be included:	Your Points Earned	Points Possible	Comments
Cover Page: Include title with name of company, your name, NWOSU, and date. (5 points)			
Table of Contents with leader lines and page numbers (NOTE: Leader lines can be created by setting tabs and going into tab settings and selecting Leader Lines in Microsoft Word. (10 points)			
Background and description of research problem with main research objective(s). You should include adequate information from literature reviews that describe the problem. The literature sources must be cited appropriately using APA format within your discussion of the literature review. (60 points)			

Methodology used including method chosen and why, sampling technique(s) used, timeline and number in sample. Describe sample in detail and why you chose that technique and that group. Also include the analysis (tests) that were run with your data and why you chose them. (70 points)			

Limitations: If you encountered problems or could foresee any problems that might arise
 	
of any type, they should be included as limitations. This can include response rate of
 	
    respondents, weather-related issues, biases of
    respondents, biases of researchers. (50 points)			

Findings: Include information regarding your company and the industry. You can include graphs and charts to depict the findings in a visual sense. You can also include information regarding the competition if it is relevant to your study. In your findings, be sure to refer			
Conclusions and Recommendations: Include what you determined from your study and what you would recommend as changes to the organization for improvement. (60 points)			
Appendices: Include your questionnaire or survey and your data analysis in Excel format. (30 points)			

Works Cited: You need to include citations in APA format for the literature review you conducted as you did this project. You will need at least 6 sources. (20 points)			
Spelling/Grammar/Formatting: You will need to follow proper rules for grammar, spelling, punctuation, and incorrect formatting. (15 points)			

MGMT 3063 Written Case Analysis Grade Sheet - 100 points

	+	-	Your PTS	Possible PTS(Ind.)	Possible PTS(Team)

I. CASE BACKGROUND - INTRODUCTION
 	
   Brief and to the Point
 	
   Thesis Sentence
				10	5

II. ENVIRONMENTAL (SWOT) ANALYSIS
 	
   Clear identification and prioritization of issues.
 	
   Discuss and conceptualize impact and effects issues.
 	
   Identified relevant information to support (SWOT) analysis.
 	
   Avoids unnecessary rehash of case facts
 	
   Evaluate Internal/External analysis
				20	20

III. ALTERNATIVES
 	
   Concise statement with adequate description
 	
   Alternatives each identified and weighed by strengths & weaknesses
 	
   Evidence in SWOT analysis utilized, evaluated and problem diagnosed
 	
   Alternatives presented and evaluated with at least three options that might solve the problem(must be feasible)
 	
   (will not recommend all)
				25	20

IV. CONCLUSIONS AND RECOMMENDATIONS					
Brief, clear statements of chosen option(s) based on analysis in III - separate for each issue.				20	15
Justification of chose options (rationale) and sound Arguments.					
Consider specific elements.					
Implementation plan (exact steps).					
Must conceptualize solution.					
Conclusion					
V. PRESENTATION					
Good introduction, transitions, conclusions.				25	15
Reasonable assumptions if made.					
Good format - concise but enough depth to explain analysis.					
Typos, spelling, mechanics.					
4 – 8 written pages.					
Slide Show Presentation with speaker note (Max 15 slides).					
Discussion of Peer Slide Presentations in Discussion Board.					
VI. Peer Evaluation					25

COMMENTS: TOTAL POINTS:

ATTACHMENT 5
CAPSTONE PEER EVALUATION

Peer Evaluation Questions:

1. Overall opinion of this person's contribution to the effort of the group.

2. Capacity to solve project problems.

3. Willingness to cooperate with others (if not at meetings then cooperation would be difficult).

4. Individual contribution to the team's overall success in preparing the assignments and presentation.

5. Contributed original or novel ideas to the team's analysis and decision making activities.

6. Exhibited strong managerial skills.

7. Overall contribution of this person to the team's learning experience.

8. Showed a willingness to listen to, and to consider, the ideas of others.

9. Displayed leadership, i.e. provided some direction to others in our company and/or accepted responsibility for specific aspects of company strategic initiatives.

10. You have the authority to issue bonuses to the members of the management team. The maximum you may award is $10,000 per person. You are to assign each member of the team an amount of bonus money that the person deserves (based on effort, contribution, teamwork, etc.). Warning, do not simply give everyone the same amount of bonus rather than performing a meaningful analysis. Morale problems may be created and top performers de-motivated should you award people more bonus money than he/she deserves. Here are the possible responses: 1= No bonus, 2=$2,500 bonus, 3=$5,000 bonus, 4=$7,500 bonus and 5=$10,000 bonus.

Students response on statements 1-9 range from 1 (strongly disagree) to 5 (strongly agree). The responses from the 10 items are averaged for one score.

Exceeds: 4.5+
Meets: 3.0-4.4
Does not meet: 1-2.9

ATTACHMENT 6
Ethics Game Rubric

Using the Ethics Game (www.ethicsgame.com) the following factors are utilized:

Group Profit Margin (determined by simulation)
Individual Contribution to Revenue (determined by simulation)
Individual Decision Quality Score (determined by simulation)
Gnomes (peer evaluation of decisions)

Overall Score Range: 0-100

Exceeds: 85+ points
Meets: 70-84.9 points
Does not meet: 0-69.9 points

ATTACHMENT 7

AIS Rubric

To measure the accounting skills in AIS I used scores from the students' final grades on the Peachtree program and/or certain projects. A rubric was not used, just student averages.

ATTACHMENT 8

ORGL Capstone Written Case Analysis Grade Sheet - 100 points

	+	-	Your PTS	Possible PTS(Ind.)	Possible PTS(Team)
I. CASE BACKGROUND - INTRODUCTION Brief and to the Point Thesis Sentence				10	5
II. ENVIRONMENTAL (SWOT) ANALYSIS Clear identification and prioritization of issues. Discuss and conceptualize impact and effects issues. Identified relevant information to support (SWOT) analysis. Avoids unnecessary rehash of case facts Evaluate Internal/External analysis				20	20
III. ALTERNATIVES Concise statement with adequate description Alternatives each identified and weighed by strengths & weaknesses Evidence in SWOT analysis utilized, evaluated and problem diagnosed Alternatives presented and evaluated with at least three options that might solve the problem(must be feasible) (will not recommend all)				25	20

IV. CONCLUSIONS AND RECOMMENDATIONS				20	15
Brief, clear statements of chosen option(s) based on analysis in III - separate for each issue.					
Justification of chose options (rationale) and sound Arguments.					
Consider specific elements.					
Implementation plan (exact steps).					
Must conceptualize solution.					
Conclusion					
V. PRESENTATION				25	15
Good introduction, transitions, conclusions.					
Reasonable assumptions if made.					
Good format - concise but enough depth to explain analysis.					
Typos, spelling, mechanics.					
4 – 8 written pages.					
Slide Show Presentation with speaker note (Max 15 slides).					
Discussion of Peer Slide Presentations in Discussion Board.					
VI. Peer Evaluation					25

COMMENTS: TOTAL POINTS: