

WUCC Appr 4/18/06 05-46a  
Senate Appr 5/2/06

TO: Dr. Gail Sechrist  
FROM: Dr. Dawn Woodland *Dawn*  
SUBJ: Eberly College of Business and Information Technology  
Honors Program  
DATE: February 22, 2006

Gail:

Just a reminder as to the structure of the program:

Freshman experience: HBUS 101

Sophomore block: ACCT 201 and BLAW 235

Junior block, Cluster one: MGMT 310, IFMG 300, BTST 321

Junior block, Cluster two: FIN 310, MGMT 330, MKTG 320

Senior capstone: MGMT 495

HBUS 101 is a new course while all of the other courses are existing ones.

As can be seen from the leadsheets, the program has been approved by the Honors College Committee. Your help in getting this program to the University-wide Undergraduate Curriculum Committee is most appreciated.

Received  
FEB 22 2006  
Liberal Studies

## **II. Description of Curriculum Change**

### *1. Catalog Description:*

#### **Eberly College of Business and Information Technology Honors Program**

The Eberly College of Business and Information Technology (ECOBIT) Honors Program is a highly selective academic program of 30 credits that provides students with increased challenges and unique learning experiences. The program emphasizes special curricula, independent research, leadership opportunities, and student/faculty interaction that are necessary to develop fully those students who possess the capacity and motivation to excel. This Honors program is particularly encouraged for students who intend to seek admission to graduate or professional schools. The program includes courses in the freshman through the senior years, and specifically consists of:

- Freshman Business Honors course, which provides an advanced study opportunity in the freshman year,
- Pairing of Eberly Business Honors students with faculty and businesspeople whose research goals coincide with student interests,
- Eberly Business Honors Sophomore cluster, consisting of 6 credits that students take in a cohort,
- Eberly Business Junior Block, consisting of 18 credits that students take in a cohort,
- Eberly Honors Business Policy class for graduating seniors.

The ECOB Honors Program has the normal 12 credit hours of honors course requirements. In order to achieve maximum flexibility in delivery and staffing of the program, we are also requiring the Junior Block in a cluster but are not designating the cluster itself as an honors course with a limit of 20 students. The Junior Block cluster is an enhancement to our 12 credit honors program with H courses in the freshman, sophomore, and senior years. This enhancement allows us to offer honors students an enhanced 4-year experience within limited resources. Students must take the clustered Junior Block to graduate from the honors program, but the Junior Block coursework, in and of itself, is not designated as honors coursework and does not carry honors credit beyond the requirements of the ECOB program.

Admission to the Honors program will be based on a holistic approach, including SAT scores, secondary school GPA, secondary school class rank, and a two-page self-statement describing the student's academic and career goals. Selection will be made by an ECOBIT Honors Selection Committee with representation from administration, faculty, and students.

To remain in the program, a student must maintain a 3.25 GPA in total university coursework and a 3.25 GPA in the business courses. The program requires 12 credits of Honors coursework, including mentoring and services experiences. In addition, students will be required to take the Junior Block of coursework as a cohort. The College

anticipates two freshman cohort courses of approximately 20 students each. The College assumes that there will be two sections of the Honors coursework offered in the sophomore year. Depending upon attrition, there may be only one section of each of the six classes offered in the Junior Block. Again, depending upon attrition, there may be only one section of the Honors Business Policy offered the senior year. A small number of students may be admitted after their freshman year, but prior to the sophomore block. In such cases, a substitute for the freshman experience will be provided. No one will be admitted to the cohort after the sophomore year.

Other business majors, who are not in the Business Honors program may be invited by the department chairperson of the offering department, to register for the Honors section of the business courses provided the students have a Cumulative Grade Point Average (CGPA) of 3.25 and meet all the prerequisites for the course and provided that the section does not contain a full cohort.

Honors coursework is recorded on university transcripts, and students completing the Eberly College Business Honors program will be recognized at departmental commencement ceremonies.

## *2. Rationale and Detailed Description:*

The Eberly College of Business and Information Technology has developed an integrated Honors program for outstanding students in the College as well as for Robert E. Cook Honors College students. Working with a special college undergraduate curriculum committee, the College has been able to develop a consistent and coherent model for an Honors program that can be integrated into existing major requirements. In the current climate of limited resources, the College believes that this method of an integrated design to an Honors program is the most effective approach.

### Honors Freshman Experience

A new, three-credit course covering the freshman experience for Honors students is being proposed. This course will contain (1) a seminar series of discussions with local, regional, and national leaders on contemporary business issues to raise student expectations concerning their career choices by exposing them to highly successful Eberly College of Business and Information Technology alumni; (2) a mentoring relationship with ECOBIT faculty or business people identified as having research interests of special appeal to freshmen students; (3) a requirement for Honors students to serve as ECOBIT Diplomats to integrate them into the College and to give them an opportunity for service to the university and/or the community; (4) an opportunity for social activities in which students can network and develop synergistic relationships. The product of this course will be the beginning development of an electronic portfolio as well as other forms of assessment.

### Honors Sophomore Cluster

The Honors Sophomore cluster of 6 credit hours provides a bridge between the freshman experience and the Junior Block. This cluster will enable the college to maintain a formal link to Honors students by having a cohort register for ACCT 201 Accounting Principles

I and BLAW 235 Legal Environment of Business. These two courses are a logical cluster since both courses are both conceptually and operationally interrelated. These courses will be scheduled in a block of class time with faculty members from both Accounting and Legal Studies participating in the instruction. Mechanisms aiding in the integration of the two courses may include: 1) Speakers from industry, government, and other venues to discuss the interrelationship between accounting and business law; 2) An integrative case dealing with the two areas, including writing exercises; 3) A common set of current events applicable to the two areas.

Student assessment will be based on the criteria listed in the syllabus and will include items such as class participation, projects, papers, presentations, and tests. At least 30 percent of the grade must be based on integrative assessment tools. Students will receive a separate grade in each functional area based on the integrative assessment tools and on the functional area assessment tools.

### Junior Block

The Junior Block being proposed is 18 credit hours. It is based, in part, on the business processes that must be in place for any organization to be successful. Furthermore, this innovative learning experience develops leadership and teamwork skills and spans the traditional functional areas previously delineated in the junior portion of the Eberly College of Business and Information Technology business core. Both the Ford Foundation and the Carnegie Foundation have reported on concerns about the proliferation of specialization in business disciplines and the lack of emphasis across functional areas. Furthermore, the Association to Advance Collegiate Schools of Business International (AACSB), the premier accrediting body of business schools, has formalized the need for an integrative approach.

Cluster One courses consisting of MGMT 310 Principles of Management, IFMG 300 Information Systems: Theory and Practice, and BTST 321 Business and Interpersonal Communication is 9 credit hours and will be taken in the fall semester. The courses will be scheduled in a block of class time with three faculty members from the areas participating in the instruction. Cluster Two courses, consisting of FIN 310 Fundamentals of Finance, MGMT 330 Production and Operations Management, and MKTG 320 Principles of Marketing, also is 9 credit hours and will be taken in the spring semester after the first cluster. These courses will also be scheduled in a block of class time with three faculty members from the three areas participating in the instruction.

### Junior Block Cluster One

The first cluster of courses, MGMT 310, IFMG 300, and BTST 321, will be highly integrated via several coordinating mechanisms. These mechanisms will include, but not be limited to: 1) Speakers from industry, government, and other venues to discuss the interrelationship among the three areas of management, information systems management, and communications; 2) An integrative case dealing with all of the areas and including writing exercises; 3) A common set of current events applicable to the three areas; 4) Field trips and outside activities to demonstrate the practical integration of the three areas.

Student assessment will be based on the criteria listed in the syllabus and will include items such as class participation, projects, papers, presentations, and tests. At least 30 percent of the grade must be based on integrative assessment tools. Students will receive a separate grade in each functional area based on the integrative assessment tools and on the functional area assessment tools.

### Junior Block Cluster Two

The second cluster of courses, FIN 310, MGMT 330, and MKTG 320, also will be highly integrated via the same coordinating mechanisms as used in cluster one. These mechanisms will include, but not be limited to: 1) Speakers from industry, government, and other venues to discuss the interrelationship among the three areas of finance, operations, and marketing; 2) An integrative case dealing with all of the areas and including writing exercises ; 3) A common set of current events applicable to the three areas; 4) Field trips and outside activities to demonstrate the practical integration of the three areas.

Student assessment will be based on the criteria listed in the syllabus and will include items such as class participation, projects, papers, presentations, and tests. At least 30 percent of the grade will be based on integrative assessment tools. Students will receive a separate grade in each functional area based on the integrative assessment tools and on the functional area assessment tools.

### Capstone Course

The senior component of the Honors program is the capstone course, MGMT 495, Business Policy. The capstone class brings together all of the functional knowledge students gain in previous semesters. That theme exists in all sections; however, it is expected that honors students will carry out the integration in a form unlike that used with other sections. Activities will consist of more complex writing activities as well as wrapping up the electronic portfolio with an oral presentation.

## **III. Implementation**

1. *How will the proposed new block affect students already in the existing program?*

No impact.

2. *Are faculty resources adequate?*

Based on a modest estimate of 25-40 Honors students per year entering the program, no additional faculty complement is expected. All Eberly Business Honors coursework coincides with existing coursework requirements.

3. *Are other resources adequate?*

Faculty will work closely with their library liaisons to meet special needs of the program. In addition, resources may be needed for travel to professional conferences, internship experiences, and study abroad.

4. *Do you expect an increase or decrease in the number of students as a result of these revisions?*

We do not expect a significant increase in enrollments as a result of the implementation of the Honors program. We do anticipate, however, that this program will help to recruit academically talented applicants who otherwise might not seriously consider attending IUP.

#### **IV. Periodic Assessment**

Assessment of the Honors program will be conducted as part of the College's accreditation (AACSB) review process.

#### **V. Course Proposals**

One new course for freshmen Honors students is being proposed. The proposal for that course is attached.

The 6 – credit Honors Sophomore Cluster consists of courses already approved but that will use different forms of delivery and instructional strategies. The faculty involved in teaching this cluster will work to make syllabi similar in format and layout. Those syllabi should include:

- Course objectives
- Course outline
- Required text(s)
- Common integrating requirements
- Evaluation criteria, including tests, class participation, projects, papers, and presentations
- Expectations for self-initiated learning and critical thinking
- Bibliography
- Calendar

The Junior Block consists of courses already approved but that will use a different form of delivery and integrated instructional strategies. The faculty involved in teaching these clusters will work to make syllabi similar in format and layout. Those syllabi should include:

- Course objectives
- Course outline

- Required text(s)
- Common integrating requirements
- Evaluation criteria, including tests, class participation, projects, papers, and presentations
- Expectations for self-initiated learning and critical thinking
- Bibliography
- Calendar

The senior capstone course, MGMT 495, is already approved. Within that syllabus of record exists the room to alter assignments as delineated in II above.

#### **VI. Letters of Support or Acknowledgement**

Since the program is wholly housed in ECOBIT, no letters of support are required.

## **Honors College Sophomore Block Questions and Answers**

1. Upon what definition of an honors student is this course description built?

An honors student in the Eberly College of Business and Information Technology is defined as one who possesses an ability to be a self-initiated learner with an interest in an integrative approach to instruction in certain functional areas of business. Once exposed to the fundamentals of each functional area, this student should be able to not only think critically about the business process but also to understand how the functional areas form the business process necessary to the success of any organization.

2. Describe how this course is different from a regular (non-honors) section of this or a similar course. Explain how the differences meet the criteria of being qualitatively different from a normal undergraduate course rather than just covering quantitatively more material?

A cluster of two courses comprise the Honors Sophomore Block. Integrating the delivery establishes the basis for understanding how the two areas of accounting and business law are integrated in business. This delivery method of clustering the courses sets the basic tone for the instruction and by definition makes this cluster very different from the non-honors sections of the two areas. With the block of time set for the clusters, instructors can incorporate classroom activities, i.e., guest speakers, projects, presentations, in ways that are not possible in the non-honors sections. Through this integration instructors can provide for interactive pedagogy and discovery learning, major differences in quality from the non-honors sections. It is not intended that the cluster will cover more material but will cover the traditional materials differently.

3. How does this course demonstrate a commitment to the development of critical thinking skills as a primary objective? Give specific examples. Are there ways in which there could be more emphasis in critical thinking? If so, what are the impediments to a greater emphasis on critical thinking in the proposed course?

By its very design, clustering of the sophomore block will stimulate critical thinking. One theme often deficient in the non-honors sections of the two areas is the integration characteristic of business. However, the integrative format of the cluster lends itself to integrative thinking, and hence to critical thinking.

As stated in the curriculum proposal, these courses also will be highly integrated via coordinating mechanisms that will include, but not be limited to: 1) Speakers from industry, government, and other venues to discuss the interrelationship among the two areas of accounting and business law; 2) An integrative case dealing with the two areas and including writing exercises; 3) Incorporating a common set of current events applicable to the two areas.



Having two instructors working on the same block enables them to structure projects and papers to foster critical thinking. If the process somehow fails in a particular area, the instructors will be able to address that failure in a proactive manner.

4. Demonstrate how the pedagogy of this course is interactive and student-centered. Explain the ways in which your method of instruction creates a classroom environment, which is truly open to discovery by students. (As opposed to being one in which the professor plans to lead the students—however interactively—to predefined conclusions.)

Using case studies is a particularly effective method of providing a classroom environment open to discovery. Students are free within the confines of what they have learned about business to develop their own solutions to the problems or situations presented by the case study.

Also students will be encouraged to identify a particular contemporary business issue for study, rather than instructors merely providing the subject matter. In discussing contemporary issues, students are expected to critically think about the issue and provide their own analysis of the cause and effect of the issue.

5. Explain how this course reflects high expectations for self-initiated student learning?

Instructors in the clusters expect students, after they have the basics of the two areas, to provide direction to discussions and to their in-class and outside activities. If students have interests not directly addressed by the instruction, they will be allowed to pursue those interests and provide evidence of their learning in oral presentations as required in the class activities.

In what ways does this course provide a foundation, which teaches students HOW to be self-initiated learners rather than just assuming they will be?

A mentoring relationship will be established in the freshman course and will be continued through the sophomore block. This relationship will stimulate students' research ideas and curiosity about real world issues. This stimulation will be re-enforced by the integrative problems and case studies highlighted in this cluster of courses.

6. Describe how this course meets the criteria of providing an integrative or synthetic approach to knowledge? How could this feature be enhanced? Describe the impediments to a more enhanced synthetic approach.

The focus of the Honors curriculum is integration, and the course sections being proposed are built around that idea.

7. Give evidence that this course moves at a pace appropriate for honor students while recognizing that, though honors students may be very bright, they do not necessarily come with pre-existing academic SKILLS.

It is planned that the fundamental skills of the courses will be taught to these students just as they are to students in non-honors sections. After those skills are attained, the classes will proceed according to a pace more or less set by the students.

8. How does this course demonstrate concern for students' affective and moral/ethic as well as cognitive growth? Do you have suggestions for strengthening the affective and/or moral/ethical focus? Describe the impediments to strengthening this aspect of the course.

The use of current events in the cluster is a particularly effective tool for addressing moral/ethical growth. Issues that arise on a daily basis in the marketplace often involve ethical issues.

Additionally, outside speakers can be selected for their attention to ethical issues. Students must be encouraged to address these issues in the project subjects they select. That concern can be addressed by the rubrics utilized by the instructors.

Further strengthening of the affective focus may depend as do other activities on budgetary constraints.

9. How does this course provide opportunities for students to enhance written and oral communication skills?

Assessment tools in all of the courses proposed for the honors sections include the use of both papers and oral presentations. Writing assignments as well as oral presentations will be components of the courses as well.

Is there evidence that the methods of evaluation demonstrate a commitment to interactive pedagogy with at least 33% of the final grade based on projects, presentations, writing, and/or performance?

As stated in the curriculum proposal, evaluation criteria will include "class participation, projects, papers, and presentations."

10. Describe your likely response to a group of students from the proposed honors class coming to you and indicating that this class is not being taught in an appropriate manner for an honors course.

First, one must discover whether it is the subject matter, the class activities, or the instruction itself that the students consider not appropriate. Second, one must address the students' expectations of how an honors business cluster should be

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taught. One must question them to discover what their pre-conceived notions are. Third, they may not understand the objectives of the cluster, and the objectives of the courses may require clarification. Fourth, if their ideas are not ill-conceived or mistaken, they should be encouraged to address their concerns with the instructors, perhaps with an additional person acting as intermediary. All of these measures must be accomplished without interfering with the students' development of critical thinking and communication skills.

<b>Form to Request Approval of an Honors College Course</b>
HCC# _____
Action/Date _____
<b>COVER SHEET: Proposal for Honors College Course</b>

Course Title: Accounting Principles I      Course Number: ACCT 201

Department(s): Department of Accounting, Eberly College of Business and Information Technology

Professor(s): Dr. Germaine P. Kling      Phone and e-mail: 7.5752gpkline@iup.edu

Department(s): \_\_\_\_\_

Prerequisites: taken concurrently with BLAW235

<p>Please check all that apply:</p> <p><input checked="" type="checkbox"/> This is a proposal for an Honors section of an existing course</p> <p><input type="checkbox"/> This is a proposal for a new Honors course.</p> <p><input type="checkbox"/> This course is designed to meet a Liberal Studies requirement</p> <p><input type="checkbox"/> This course is open to non-majors</p> <p><input checked="" type="checkbox"/> If offered, this course would NOT require replacement FTE for my department</p> <p><input type="checkbox"/> If offered, this course would SOMETIMES require replacement FTE for my dept.</p> <p><input type="checkbox"/> If offered, this course would ALWAYS require replacement FTE for my department.</p> <p><input type="checkbox"/> My department/college is willing to offer this course in summer as needed.</p>
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When is the earliest semester/summer session that you will be ready to teach this course?  
 Fall, 2005

**Signatures:**

College Curriculum Committee *LeAnn Wilkie*

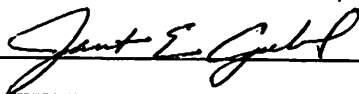
Department Chairperson *[Signature]*

College Dean *R. Long*

Received

FEB 22 2006

Director, Honors College



Please attach the following components to this cover sheet:

- 1. a UWUCC course proposal cover sheet (for new courses only!)
- 2. the syllabus of record approved by the UWUCC for this course (for existing courses only!)
- 3. the syllabus for your proposed Honors version of this course in which course objectives are phrased as course questions, *i.e.* "The course will attempt to enable students to answer the questions: *What is a 'good' film? What is a mathematical model? How is mathematics connected to life? What does it mean to think like a biologist?"*
- 4. answers to the 10 questions of the Honors College Committee

## Syllabus of Record Format

### **I. Catalog Description**

AG 201 Introduction to Financial Accounting	3 Credits
	3 Lecture hours
	3c-01-3sh

Prerequisite: None

Introduction to the complete accounting cycle for service and merchandising firms, including the recording of transactions through journal entries and the preparation of the income statement, statement of retained earnings, and balance sheet. The course will emphasize a user's perspective in regard to transactions pertaining to: cash, receivables, inventories, long-lived assets, current and long-term liabilities, and equity accounts.

### **II. Course Objectives**

1. Students will learn the process of identifying, measuring and recording transactions in accordance with generally accepted accounting principles, including the preparation of basic journal entries and financial statements.
2. Students will learn how financial accounting information is used by external decision makers, such as creditors and investors.
3. Students will understand the role of financial accounting information in business organizations as well as in other business disciplines.

### **III. Course Outline**

1. Financial Statements (3 one-hour classes)  
(Chapter 1, pp. 1-27)
  - A. Types of Managerial Activities and Decisions
  - B. Users of Accounting Information and Ethical Considerations
  - C. Types of Business Organizations
  - D. Computers and AccountingNote: Include Appendix: Accounting's Role in Business (pp. 41-47)

2. Processing Information (4)  
(Chapter 2, pp. 49-85)
  - A. Accounting for Business Transactions
  - B. Double-Entry Accounting
  - C. Recording Transactions in the Journal
  - D. Trial Balance and Chart of AccountsNote: Include Appendix: Charts of Accounts for Different Types of Businesses (pp. 103-104)

3. Accrual Accounting (4)  
(Chapter 3, pp. 105-148)
  - A. Accrual-basis versus Cash-basis Accounting
  - B. The Adjustment Process
  - C. Preparing Financial Statements from the Adjusted Trial Balance
  - D. Ethical Issues in Accrual Accounting
  - E. The Closing Process and Correcting Accounting Errors
  - F. Detailed Classification of Assets and Liabilities
  - G. Financial Statement Formats
  
4. Internal Control and Cash (4)  
(Chapter 4, pp. 169-204)
  - A. Internal Control
  - B. Using the Bank Account as a Control Device
  - C. Operating Cycle of a Business
  - D. Managing Cash and Controlling Cash Receipts and Disbursements
  - E. Ethical Issues
  
5. Short-term Investments and Receivables (3)  
(Chapter 5, pp. 219-247)
  - A. Short-term Investments
  - B. Accounts and Notes Receivable
  - C. Uncollectible Accounts
  - D. Notes Receivable
  
6. Inventory (4)  
(Chapter 6, pp. 261-291)
  - A. Basic Inventory Accounting Concepts
  - B. Inventory Systems
  - C. Inventory Costing Methods
  - D. Relevance of Accounting Principles to Inventory
  - E. Effects of Inventory Errors
  - F. Ethical Issues in Inventory Accounting
  - G. Internal Control and Reporting of Inventory

Note: Skip Appendix A: Details of Recording Inventory Transactions in a Perpetual System  
& Appendix B: Converting Income from LIFO to FIFO
  
7. Plant Assets (4)  
(Chapter 7, pp. 319-351)
  - A. Types of Assets
  - B. Measuring the Cost of Plant Assets
  - C. Measuring Depreciation (S/L and DDB only)
  - D. Asset Disposals (calculation of G/L only)

- E. Intangible Assets and Amortization
- F. Ethical Issues

8. Current and Long-term Liabilities (5)

(Chapter 8, pp. 365-403)

- A. Current Liabilities of Known Amount
- B. Estimated Current Liabilities
- C. Contingent Liabilities
- D. Bonds Payable (S/L amortization only)

Note: Leases are *optional*

Include Coverage of Appendix B at end of book (pp. 720-727): Time Value of Money

9. Stockholders' Equity (4)

(Chapter 9, pp. 417-452)

- A. Overview of Corporations and Classes of Stock
- B. Issuing Stock
- C. Treasury Stock
- D. Retained Earnings and Dividends
- E. Stock Dividends and Splits
- F. Stock Values

Note: JE's in Chapter 9 are *optional*

10. Financial Statement Analysis (4)

(Chapter 13, pp. 643-676)

- A. Objectives of Financial Statement Analysis
- B. Horizontal and Vertical Analysis
- C. Benchmarking
- D. Using Ratios to Make Business Decisions
- E. Limitations of Financial Analysis

**IV. Evaluation Methods**

EXAM 1 (Chapters 1, 2, & 3)	20%
EXAM 2 (Chapters 4, 5 & 6)	20%
EXAM 3 (Chapters 7, 8 & Appendix B)	20%
EXAM 4 (Chapters 9,13 & selected chapters previously covered)	20%
OTHER	20%
(e.g., Homework (including selected assignments with computer applications) & Quizzes, Participation & Attendance, Computer Project)	



## Course Analysis Questionnaire

### A. Details of the Course

- A1 How does this course fit into the programs of the department?  
For what students is the course designed?

The course is a required course for all business major students.

- A2 Does this course require changes in the content of existing courses or requirements for a program?

The proposed changes to this course do not require content changes for other courses.

- A3 Has this course ever been offered at IUP on a trial basis (e.g. as a special topic)?

Yes. The contents are regularly covered in the existing AG201.

- A4 Is this course to be a dual-level course?

No. This course is not intended to be dual level.

- A5 If this course may be taken for variable credit, what criteria will be used to relate the credits to the learning experience of each student?

This course is not to be taken for variable credit.

- A6 Do other higher education institutions currently offer this course?

Yes. Similar courses at most other institutions include:

University of Pittsburgh, Pittsburgh, PA  
Ball State University, Muncie, IN  
Clarion University, Clarion, PA  
Indiana University, Bloomington, IN  
Duquesne University, Pittsburgh, PA

- A7 Is the content, or are the skills, of the proposed course recommended or required by a professional society, accrediting authority, law or other external agency?

Yes. The American Accounting Education Change Commission, which is endorsed by academicians and professionals alike, recommends such a course.

**B. Interdisciplinary Implications**

- B1 Will this course be taught by one instructor or will there be team teaching? If the latter, explain the teaching plan and its rationale.

There will not be team teaching for this course.

- B2 What is the relationship between the content of this course and the content of courses offered by other departments? Summarize your discussions (with other departments) concerning the proposed changes and indicate how any conflicts have been resolved. Please attach relevant memoranda from these departments which clarify their attitudes toward the proposed change(s).

This course does not overlap with any other courses at the University.

- B3 Will seats in this course be made available to students in the School of Continuing Education?

Yes. This course will be available to students in the School of Continuing Education.

**C. Implementation**

- C1 Are faculty resources adequate? If you are not requesting or have not been authorized to hire additional faculty, demonstrate how the course will fit into the schedules of current faculty. What will be taught less frequently or in fewer sections to make this possible?

Yes. Existing faculty resources are adequate.

- C2 What other resources will be needed to teach this course and how adequate are the current resources? If not adequate, what plans exist for achieving adequacy?

This course will utilize the resources that are currently in place.

- C3 Are any resources for this course funded by a grant? If so, what provisions have been made to continue support for this course once the grant has expired?

No grant funds are associated with this course.

- C4 How frequently do you expect this course to be offered? Is this course particularly designed for or restricted to certain seasonal semester?

This course will be offered every term.

C5 How many sections of this course do you anticipate offering in any single semester?

Multiple sections will be offered each semester.

C6 How many students do you plan to accommodate in a section of this course? Is this planned number limited by the availability of any resources? Explain.

Classroom capacity determines the number of students allowed in a class.

C7 Does any professional society recommend enrollment limits or parameters for a course of this nature? If they do, please quote from the appropriate documents?

No professional society recommends enrollment limits or parameters.

**D. Miscellaneous**

A primary motivation for this course revision is to fulfill AACSB accreditation requirements for the EBERLY COLLEGE OF BUSINESS AND INFORMATION TECHNOLOGY. As stated in the PEER REVIEW TEAM REPORT for Initial Business Accreditation (March 2000) improvement in several areas is recommended, including the following:

“Steps should be taken by the college’s departmental faculties to assure more uniform content in multi-section courses, particularly those that comprise the undergraduate business core” (Item 7, p. 16).

This course is both multi-section and a component of the undergraduate business core. Thus, the curriculum proposal for an AG201 department syllabus is an important step toward achieving the AACSB criterion of uniform course content.



### **III. Methodology**

The students will be expected to come to class prepared, having read all the required materials and completed all designated assignments. The instructor will then briefly cover each of the chapters major learning objectives to clarify any of the students' questions and concerns. The students will then be expected to apply this information to solve decision cases and complete group projects. Internet exercises and actual financial statements will be utilized to supplement the class materials.

### **IV. Course Outline**

#### **1. Financial Statements (3 one-hour classes)**

(Chapter 1, pp. 1-27)

- A. Types of Managerial Activities and Decisions**
- B. Users of Accounting Information and Ethical Considerations**
- C. Types of Business Organizations**
- D. Computers and Accounting**

**Note: Include Appendix: Accounting's Role in Business (pp. 41-47)**

#### **2. Processing Information (4)**

(Chapter 2, pp. 49-85)

- A. Accounting for Business Transactions**
- B. Double-Entry Accounting**
- C. Recording Transactions in the Journal**
- D. Trial Balance and Chart of Accounts**

**Note: Include Appendix: Charts of Accounts for Different Types of Businesses (pp. 103-104)**

#### **3. Accrual Accounting (4)**

(Chapter 3, pp. 105-148)

- A. Accrual-basis versus Cash-basis Accounting**
- B. The Adjustment Process**
- C. Preparing Financial Statements from the Adjusted Trial Balance**
- D. Ethical Issues in Accrual Accounting**
- E. The Closing Process and Correcting Accounting Errors**
- F. Detailed Classification of Assets and Liabilities**
- G. Financial Statement Formats**

#### **4. Internal Control and Cash (4)**

(Chapter 4, pp. 169-204)

- A. Internal Control**
- B. Using the Bank Account as a Control Device**
- C. Operating Cycle of a Business**
- D. Managing Cash and Controlling Cash Receipts and Disbursements**
- E. Ethical Issues**

5. Short-term Investments and Receivables (3)

(Chapter 5, pp. 219-247)

- A. Short-term Investments
- B. Accounts and Notes Receivable
- C. Uncollectible Accounts
- D. Notes Receivable

6. Inventory (4)

(Chapter 6, pp. 261-291)

- A. Basic Inventory Accounting Concepts
- B. Inventory Systems
- C. Inventory Costing Methods
- D. Relevance of Accounting Principles to Inventory
- E. Effects of Inventory Errors
- F. Ethical Issues in Inventory Accounting
- G. Internal Control and Reporting of Inventory

Note: Skip Appendix A: Details of Recording Inventory Transactions in a Perpetual System  
& Appendix B: Converting Income from LIFO to FIFO

7. Plant Assets (4)

(Chapter 7, pp. 319-351)

- A. Types of Assets
- B. Measuring the Cost of Plant Assets
- C. Measuring Depreciation (S/L and DDB only)
- D. Asset Disposals (calculation of G/L only)
- E. Intangible Assets and Amortization
- F. Ethical Issues

8. Current and Long-term Liabilities (5)

(Chapter 8, pp. 365-403)

- A. Current Liabilities of Known Amount
- B. Estimated Current Liabilities
- C. Contingent Liabilities
- D. Bonds Payable (S/L amortization only)

Note: Leases are *optional*

Include Coverage of Appendix B at end of book (pp. 720-727): Time Value of Money

9. Stockholders' Equity (4)

(Chapter 9, pp. 417-452)

- A. Overview of Corporations and Classes of Stock
- B. Issuing Stock
- C. Treasury Stock
- D. Retained Earnings and Dividends

E. Stock Dividends and Splits

F. Stock Values

Note: JE's in Chapter 9 are *optional*

10. Financial Statement Analysis (4)

(Chapter 13, pp. 643-676)

A. Objectives of Financial Statement Analysis

B. Horizontal and Vertical Analysis

C. Benchmarking

D. Using Ratios to Make Business Decisions

E. Limitations of Financial Analysis

**IV. Evaluation Methods**

EXAM 1 (Chapters 1, 2, & 3) 15%

EXAM 2 (Chapters 4, 5 & 6) 15%

EXAM 3 (Chapters 7, 8 & Appendix B) 15%

EXAM 4 (Chapters 9,13 & selected chapters previously covered) 15%

OTHER\* 40%

\*Based upon student projects, presentations, and written assignments.

**V. Required Textbook**

Harrison and Horngren, Financial Accounting. Third Edition, Prentice-Hall 2000.

NOTE: The Fourth Edition of this textbook will be available for the Fall 2000 semester and the syllabus may need to be modified accordingly.

**VI. Special Resource Requirements**

The students will be expected to have access to and familiarity with basic computer functions and internet accessibility.

## 10 Questions of the Honors College Committee

### 1. Upon what definition of an honors student is this course description built?

This course is designed for those students who have demonstrated a high standard of prior academic performance and are enthusiastic about facing the intellectual challenges of this intense program. They are self motivated and have the desire to seek knowledge and achieve established goals.

### 2. How is the course different from a regular (non-honors) section of the course?

The basic goals, objectives, and course content do not differ between sections. The issues are detailed in the course description and syllabus and are consistent among sections. What differs is the method in which these goals and objectives are achieved. The honors section will follow a more interactive pedagogy which will encourage a more active approach to the cognitive process. The course will integrate the tools and techniques that assist the student in developing critical thinking skills and to effectively communicate accounting principles and concepts.

### 3. How does this course demonstrate a commitment to the development of critical thinking skills as a primary objective?

The students will be required to apply their knowledge of accounting concepts toward the decision making process. This will be achieved through the implementation of case studies, Internet exercises and other interactive techniques.

### 4. How is the pedagogy for this course interactive and student-centered?

The presentation and discussion of accounting issues will differ from a traditional lecture based approach to one which encourages students to assume an active participation in the discussion of accounting issues.

### 5. How does this course reflect the high expectations for self-initiated student learning?

The expectation is that students must be prepared when they come to class. This includes all the reading and written assignments so that the class time can be spent on the analysis and interpretation of the issues.

### 6. How does this course meet the criteria of providing an integrative or synthetic approach to knowledge?

The course is designed to present a general understanding of accounting principles and



concepts. The student must then demonstrate a knowledge of how these principles and concepts are integrated into an accounting system which provides information for decision making.

**7. How does this course provide a pace appropriate for honors students?**

The course coverage is determined by the syllabus. Therefore, the breadth of coverage is consistent with the other sections. What differs is the depth of coverage. Because of the type of student and the nature of the honors program, the honors section provides the opportunity for greater emphasis on the decision making and analysis components of accounting.

**8. How does this course demonstrate concern for students' affective and moral/ethical as well as cognitive growth?**

The student will be required to demonstrate their cognitive growth through class discussions and presentations as well as in formal assignments and exams. The accounting profession emphasizes strong moral and ethical standards, therefore, cases relating to these issues will be assigned and discussed.

**9. How does this course provide opportunities for students to enhance written and oral communication skills?**

Accounting requires the ability to communicate and interpret financial and non financial information for decision making purposes. The course will provide the student opportunities to demonstrate their oral skills through in class presentations and discussions and their writing skills through assigned papers and exams.

**10. How would you respond to a group of students who indicate that the class is not being taught in an appropriate manner for an honors course?**

Because the composition and character of each class differs, the course offering must be flexible enough to adjust to the students needs. If it is a consensus of the class that they are not being challenge enough then an attempt should be made to accommodate their concerns. If the concerns appear isolated to certain individual students then extra attention can be focused to meet individual needs.

## V. Required Textbook

Harrison and Horngren, Financial Accounting. <sup>Fourth</sup> ~~Third~~ Edition, Prentice-Hall 2000.

NOTE: The Fourth Edition of this textbook will be available for the Fall 2000 semester and the syllabus may need to be modified accordingly.

## VI. Special Resource Requirements

None.

<b>Form to Request Approval of an Honors College Course</b>
HCC# _____
Action/Date _____
<b>COVER SHEET: Proposal for Honors College Course</b>

Course Title: Legal Environment of Business      Course Number: BLAW235

Departments(s): Department of Finance and Legal Studies, Eberly College of Business and Information Technology

Professor(s): Dr. Ibrahim Affaneh Phone and e-mail: 7.4096 affaneh@iup.edu

Department(s): \_\_\_\_\_

Prerequisites: taken concurrently with ACCT201

Please check all that apply:

- This is a proposal for an Honors section of an existing course
- This is a proposal for a new Honors course.
- This course is designed to meet a Liberal Studies requirement
- This course is open to non-majors
- If offered, this course would NOT require replacement FTE for my department
- If offered, this course would SOMETIMES require replacement FTE for my dept.
- If offered, this course would ALWAYS require replacement FTE for my department.
- My department/college is willing to offer this course in summer as needed.

When is the earliest semester/summer session that you will be ready to teach this course?  
Fall, 2005

**Signatures:**

College Curriculum Committee *Deann Wilkie*

Department Chairperson *Dr. Ibrahim Affaneh*

College Dean *R. Camp*

Director, Honors College

*Jan E. Gubel*

Please attach the following components to this cover sheet:

- 1. a UWUCC course proposal cover sheet (for new courses only!)
- 2. the syllabus of record approved by the UWUCC for this course (for existing courses only!)
- 3. the syllabus for your proposed Honors version of this course in which course objectives are phrased as course questions, *i.e.* "The course will attempt to enable students to answer the questions: *What is a 'good' film? What is a mathematical model? How is mathematics connected to life? What does it mean to think like a biologist?*"
- 4. answers to the 10 questions of the Honors College Committee

**Eberly College of Business and Information Technology**  
**Department of Finance and Legal Studies**  
**BLAW 235 – Legal Environment of Business**  
**FALL 2004**

Wm. Dennis Ames  
322-G ECOB and IT  
724-357-5771  
[wda@iup.edu](mailto:wda@iup.edu)

Office Hours: Monday and Wednesday – 5:00-7:00 p.m.  
Friday – 7:00-8:00 a.m.

**I CATALOG COURSE DESCRIPTION**

Introduction to legal systems, torts, contracts, and sales law

**II COURSE OBJECTIVES**

The objectives of this course are to:

- A. Provide students with a comprehensive overview of the following:
  - 1. Sources of Law and Legal Research
  - 2. American Court System
  - 3. Constitutional Law
  - 4. Criminal Law
  - 5. Tort Law
  - 6. Contract and Sales Law
  - 7. Intellectual Property Law
- B. Provide students with a direct exposure to our legal system by requiring them to observe an actual judicial proceeding and submit a paper pertaining to the facts of their observations and their opinion thereof.
- C. Provide students with a direct exposure to the United States Supreme Court by requiring them to access, read, and then "brief" a Supreme Court opinion.
- D. Integrate current events, ethics, and international law throughout the course.

**III COURSE OUTLINE and TENTATIVE CALENDAR**

Aug	30	Introduction
Sept	1	Sources of Law and Legal Research
	3	Sources of Law and Legal Research Continued
	8	Sources of Law and Legal Research Continued
	10	Sources of Law and Legal Research Continued
	13	Sources of Law and Legal Research Continued
	15	American Court System
	17	American Court System Continued <b>*Reaction Paper Due*</b>
	20	American Court System Continued
	22	American Court System Continued
	24	American Court System Continued
	27	American Court System Continued
	29	American Court System Continued

Oct	1	<b>Test I (Chapters 1, 2, 3, 42, 43, 53)</b>
	4	Constitutional Law
	6	Constitutional Law Continued
	8	Constitutional Law Continued
	11	Constitutional Law Continued
	13	Criminal Law
	15	Criminal Law Continued <b>**Case Brief Due**</b>
	20	Criminal Law Continued
	22	Tort Law
	25	Tort Law
	27	Tort Law
	29	<b>NO CLASS</b>
Nov	1	Tort Law
	3	<b>Test II (Chapters 4, 8, 5, 6)</b>
	5	Contracts
	8	Contracts
	10	Contracts
	12	Contracts
	15	Contracts
	17	Contracts
	19	Contracts <b>***Case Observation Due***</b>
	22	Contracts
	29	Contracts
Dec	1	Contracts
	3	Contracts
	6	Contracts
	8	Intellectual Property
	10	Intellectual Property Continued
	13	Review
	18	<b>Final Exam (Blocked) – 10:15-12:15</b> <b>(Chapters 7, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23)</b>

#### IV EVALUATION METHODS

Attendance Policy: None, but class attendance and participation are highly suggested.

In this course I lecture on rules of law. Application to these rules to fact situations is continually accomplished by discussing past cases and current events.

## Course Requirements

	<u>% of Grade</u>	<u>Max. Weighted Grade Points</u>
Reaction Paper	15%	.60
Test I	15%	.60
Case Brief	15%	.60
Test II	15%	.60
Case Observation	15%	.60
Final	<u>25%</u>	<u>1.00</u>
	100%	4.00

**\*Reaction Papers** - You will be given an article from a current legal periodical. The format of your work product must be as follows: the first page will be a summary of the article, the second page will be your opinion/reaction to the article; typed, single spaced, one inch margins, font 12 point, grammatically correct.

**\*\*Case Brief Format** - Pick any U.S. Supreme Court case decided after 1/1/2000, typed, single spaced, one inch margins, font 12 point, grammatically correct (2 pages).

Cite

Facts	Rationale/Legal Reasoning
Issue	
Ruling/Decision	

**\*\*\*Case Observation** - You must personally observe a judicial proceeding. The format of your work product must be as follows: one page of what you heard and saw, and one page of what you thought about that which you heard and saw; typed, single spaced, one inch margins, font 12 point, grammatically correct.

### **Grading:**

<u>Final Grade</u>		<u>Total Weighted Grade Points</u>
A	> =	3.50
B	> =	2.50
C	> =	1.50
D	> =	.50
F	<	.50

**Additional Comments:** Class attendance is recommended because of the significance of your notes for test preparation. Questions and suggestions are welcome. A passing grade must be attained on one of the tests to pass this course. The assignments must be submitted on or before the due date. Electronic submissions of assignments are not acceptable. There will be no makeup exams. If you have an official medical excuse or there has been a severe, traumatic experience in your family, then your final exam grade will be weighted to include the exam you missed. Extra credit is available for the sole purpose of boosting a borderline grade (.17 weighted grade points) and can only be achieved by class participation, and only if all other course requirements have been attempted.

## V REQUIRED TEXTBOOKS, SUPPLEMENTAL BOOKS, AND READINGS

- A. West's Business Law, Jentz, Miller and Cross (9<sup>th</sup> Ed. 2005) (Required text)
- B. Current subscription to a business periodical, i.e., *Wall Street Journal* or *Fortune*, (Highly recommended)

## VI SPECIAL RESOURCE REQUIREMENTS

- A. A workstation wired to the Internet with a video machine and state of the art projection capability (such as that available in ECB 312).
- B. A well-rounded collection of legal reference materials including federal and state case reports, deposits, statutes, regulations, and other treaties, periodicals, etc. (such as that available in Stapleton Library).
- C. Faculty access to "Lexis/Nexis" for current information and research support.

## VII BIBLIOGRAPHY

None.

Some interesting web sites:

<http://www>

abanet.org/lawlink/home.html  
calbar.org  
pa-bar.org  
house.gov  
senate.gov  
whitehouse.gov  
findlaw.com  
wto.org

**The University individual course withdrawal deadline of Friday, 11/5/04, will be enforced. A request for a deadline waiver must be sought through the Assistant Dean for Academic Services in Room 208. Requests will only be granted: 1) "contingent upon documentation of catastrophic circumstances" as stated in the IUP Undergraduate Catalog; and/or 2) through written feedback from the instructor noting advisement to the student to postpone withdrawing pending an additional test or assignment.**



## **Honors College Junior Block Questions and Answers**

1. Upon what definition of an honors student is this course description built?

An honors student in the Eberly College of Business and Information Technology is defined as one who possesses an ability to be a self-initiated learner with an interest in an integrative approach to instruction in certain functional areas of business. Once exposed to the fundamentals of each functional area, this student should be able to not only think critically about the business process but also to understand how the functional areas form the business process necessary to the success of any organization.

2. Describe how this course is different from a regular (non-honors) section of this or a similar course. Explain how the differences meet the criteria of being qualitatively different from a normal undergraduate course rather than just covering quantitatively more material?

Two clusters of courses comprise the Honors Junior Block. Integrating the delivery establishes the basis for understanding how the functional areas are integrated in the business process of a successful organization. This delivery method of clustering the courses sets the basic tone for the instruction and by definition makes this block very different from the non-honors sections of the functional areas. With the block of time set for the clusters, instructors can incorporate classroom activities, i.e., guest speakers, field trips, projects, presentations, in ways that are not possible in the non-honors sections. Through this integration instructors can provide for interactive pedagogy and discovery learning, major differences in quality from the non-honors sections. It is not intended that the clusters will cover more material but will cover the traditional materials differently.

3. How does this course demonstrate a commitment to the development of critical thinking skills as a primary objective? Give specific examples. Are there ways in which there could be more emphasis in critical thinking? If so, what are the impediments to a greater emphasis on critical thinking in the proposed course?

By its very design, clustering of the junior block will stimulate critical thinking. One theme often deficient in the non-honors sections of the functional areas is the integration characteristic of the business process. However, the integrative format of the clusters lends itself to integrative thinking, and hence to critical thinking.

As stated in the curriculum proposal, these courses also will be highly integrated via coordinating mechanisms that will include, but not be limited to: 1) Speakers from industry, government, and other venues brought into the classes to discuss the interrelationship among the three areas of finance, management, and marketing; 2) An integrative case dealing with all of the areas will be studied and will include writing exercises; 3) Incorporating a common set of current events

applicable to the three areas; 4) Using field trips and outside activities to demonstrate the practical integration of the three areas.

Having three instructors working on the same block enables them to structure projects and papers to foster critical thinking. If the process somehow fails in a particular area, the instructors will be able to address that failure in a proactive manner.

4. Demonstrate how the pedagogy of this course is interactive and student-centered. Explain the ways in which your method of instruction creates a classroom environment, which is truly open to discovery by students. (As opposed to being one in which the professor plans to lead the students—however interactively—to predefined conclusions.)

Using case studies is a particularly effective method of providing a classroom environment open to discovery. Students are free within the confines of what they have learned about the business process to develop their own solutions to the problems or situations presented by the case study.

Also students will be encouraged to identify a particular contemporary business issue for study, rather than instructors merely providing the subject matter. In discussing contemporary issues, students are expected to critically think about the issue and provide their own analysis of the cause and effect of the issue.

5. Explain how this course reflects high expectations for self-initiated student learning?

Instructors in the clusters expect students, after they have the basics of the fundamental areas, to provide direction to discussions and to their in-class and outside activities. If students have interests not directly addressed by the instruction, they will be allowed to pursue those interests and provide evidence of their learning in oral presentations as required in the class activities.

In what ways does this course provide a foundation, which teaches students HOW to be self-initiated learners rather than just assuming they will be?

A mentoring relationship will be established in the freshman course and will be continued through the junior block. This relationship will stimulate students' research ideas and curiosity about real world issues. This stimulation will be reinforced by the integrative problems and case studies highlighted in this block of course.

6. Describe how this course meets the criteria of providing an integrative or synthetic approach to knowledge? How could this feature be enhanced? Describe the impediments to a more enhanced synthetic approach.

The focus of the Honors curriculum is integration, and the course sections being proposed are built around that idea.

7. Give evidence that this course moves at a pace appropriate for honor students while recognizing that, though honors students may be very bright, they do not necessarily come with pre-existing academic SKILLS.

It is planned that the fundamental skills of the courses will be taught to these students just as they are to students in non-honors sections. After those skills are attained, the classes will proceed according to a pace more or less set by the students.

8. How does this course demonstrate concern for students' affective and moral/ethic as well as cognitive growth? Do you have suggestions for strengthening the affective and/or moral/ethical focus? Describe the impediments to strengthening this aspect of the course.

The use of current events in the clusters is a particularly effective tool for addressing moral/ethical growth. Issues that arise on a daily basis in the marketplace often involve ethical issues.

Additionally, outside speakers can be selected for their attention to ethical issues. Students must be encouraged to address these issues in the project subjects they select. That concern can be addressed by the rubrics utilized by the instructors.

Further strengthening of the affective focus may depend as do other activities on budgetary constraints.

9. How does this course provide opportunities for students to enhance written and oral communication skills?

Assessment tools in all of the courses proposed for the honors sections include the use of both papers and oral presentations. In addition, one of the courses in Cluster One is BTST 321 Business and Interpersonal Communication. This course is designated as writing intensive, a status that will be maintained in the cluster section. Another major component of BTST 321 is at least two oral presentations, both of which will continue in the honors cluster. Writing assignments as well as oral presentations will be components of the other cluster courses as well.

Is there evidence that the methods of evaluation demonstrate a commitment to interactive pedagogy with at least 33% of the final grade based on projects, presentations, writing, and/or performance?

As stated in the curriculum proposal, evaluation criteria will include "class participation, projects, papers, and presentations."

10. Describe your likely response to a group of students from the proposed honors class coming to you and indicating that this class is not being taught in an appropriate manner for an honors course.

First, one must discover whether it is the subject matter, the class activities, or the instruction itself that the students consider not appropriate. Second, one must address the students' expectations of how an honors business cluster should be taught. One must question them to discover what their pre-conceived notions are. Third, if these are the first business courses they have encountered, they may not understand the objectives of the cluster. Fourth, if their ideas are not ill-conceived or mistaken, they should be encouraged to address their concerns with the instructors, perhaps with an additional person acting as intermediary. All of these measures must be accomplished without interfering with the students' development of critical thinking and communication skills.

<b>Form to Request Approval of an Honors College Course</b>
HCC# _____
Action/Date _____
<b>COVER SHEET: Proposal for Honors College Course</b>

Course Title: Principles of Management Course Number: MGMT 310

Departments(s): Department of Management, Eberly College of Business and Information Technology

Professor(s): Dr. Prashanth Bharadwaj Phone and e-mail: 7.2535 pnb@iup.edu

Department(s): \_\_\_\_\_

Prerequisites: None, but taken concurrently with IFMG 300 and BTST 321

Please check all that apply:

This is a proposal for an Honors section of an existing course

This is a proposal for a new Honors course.

This course is designed to meet a Liberal Studies requirement

This course is open to non-majors

If offered, this course would NOT require replacement FTE for my department

If offered, this course would SOMETIMES require replacement FTE for my dept.

If offered, this course would ALWAYS require replacement FTE for my department.

My department/college is willing to offer this course in summer as needed.

When is the earliest semester/summer session that you will be ready to teach this course?  
 Fall, 2005

**Signatures:**

College Curriculum Committee *Robert Wilkie*

Department Chairperson *Prashanth Bharadwaj*

College Dean *R. Long*

Received  
 FEB 22 2006

Director, Honors College

*Janet E. Gohl*

Please attach the following components to this cover sheet:

- 1. a UWUCC course proposal cover sheet (for new courses only!)
- 2. the syllabus of record approved by the UWUCC for this course (for existing courses only!)
- 3. the syllabus for your proposed Honors version of this course in which course objectives are phrased as course questions, *i.e.* "The course will attempt to enable students to answer the questions: *What is a 'good' film? What is a mathematical model? How is mathematics connected to life? What does it mean to think like a biologist?*"
- 4. answers to the 10 questions of the Honors College Committee

### Course Syllabus

#### I. CATALOG DESCRIPTION

MG 310	Principles of Management	3 Credits
		3 lecture hours
		0 lab hours
		(3c-01-3sh)

Prerequisites: PC 101  
Junior Status

Corequisites: None

The purpose of this survey course of instruction is to provide the student with an in-depth identification and understanding of the relevant theories, concepts, and principles underlying the management function.

#### II. COURSE OBJECTIVES

At the successful completion of this course, the student will be able to identify and apply the relevant theories, concepts, and principles underlying the management function. More specifically the course objectives are:

1. Students will learn about the evolution of management and management theories; functions of management and role of managers in organizations.
2. Students will learn and identify the various perspectives or approaches to the management function including the concept of social responsibility.
3. Students will study the organizational environment and its role in the management of the firm, identify and apply the strategic management and planning process.
4. Students will study the theories and practices of organizational structure and staffing.
5. Students will study the concepts and theories of leadership including theories of decision making process, motivation, and communication.
6. Students will identify the factors associated with international management and how they differ from the domestic organizations.
7. Students will learn about the concepts and theories of controlling process.

### III. COURSE OUTLINE

This course outline below represents the material to be covered in a one semester course of instruction. Approximately equal time will be devoted to each major topic.

1. The Evolution of Management Thought and Approaches to Management: Scientific Management School; Human Relations School; The Behavioral School; The Quantitative School; and The Systems School and the General Systems Theory.
2. The Functions and Roles of Management: The functional approach to management - the functions of planning, organizing, staffing, directing leading and motivating, and controlling. Mintzberg's theory of manager's roles.
3. The External Environment and its Impact on Effectiveness and Survival of organizations: Macro Environment - Socio-cultural, Political, Economic, Technological environments; Micro Environments - Customers, Financial Institutions, Unions, etc.
4. Corporate Social Responsibility: What is Corporate Social Responsibility? Should Corporations be Socially Responsible? How should it be measured?
5. Decision Making Process: Decision Making Process; Group v. Individual Decision Making, Employee Participation.
6. The Planning Function: Role of planning; the Strategic Management Process, Levels and Organization of Planning, Strategic Management Process, Planning Techniques.
7. The Organizing Function: Types of Organizational Structures, Relationship Between Structure and Environment, Organic v. Mechanistic Structures; Organizational Design Principles - Centralization v. Decentralization, Span of Control, Delegation.
8. The Staffing Function: Role of Human Resource Management; Job Analysis, Employee Testing and Selection, Training, Performance Appraisal, Compensation.
9. Leadership: Trait, Behavioral, Situational, and Contingency theories of leadership; Leadership Styles.
10. Communication Process: Role & Functions of Communication; Persuasion, Interpersonal Communication Process, Small Group Communication & Dynamics; Mass Communication, Role of Communication in Attitude Formation and Attitude Change.
11. Motivation: Theories of Motivation - Maslow, Alderfer,



McClelland, and Herzberg; Expectancy Theories of Motivation, Equity Theory; Reinforcement Contingencies - Classical and Operant Conditioning, Reinforcement Schedules.

12. The Controlling Function: The Control Process and Characteristics of Effective Control Systems, Production Management and Process, Budgeting Techniques, Management Audits, Other Financial Controls, Break-Even Analysis; Control Techniques.
13. Organizational Change and Development: Why Change? Types of Organizational Change - Structural, Technological, Strategic Changes; Resistance to Change, Managing Change, and Evaluating Change Programs.
14. International Management: International and Multinational Corporations. Transnational or Global Corporations. Trade Blocks - the EEC, Eastern Europe, and the Pacific Rim Countries. Factors affecting international Management - Culture, Geography, Language, Religion, Politics.

#### IV. EVALUATION METHODS

The final grade for the course will be determined as follows:

- |     |   |
|-----|---|
| 70% | Tests. Three tests consisting of multiple choice, true-false, completion, matching, short answers, and/or essays.   |
| 20% | Assignments, written case analyses and in-class discussions, quizzes, and/or exercises.   |
| 10% | Library research paper(s), or project: Students will select, with the approval of the instructor, a topic for in-depth research. They may opt for a project analyzing a real life management problem. The students will prepare a written report of their work. |

#### V. REQUIRED TEXTBOOKS, SUPPLEMENTAL BOOKS AND READINGS

Textbook: Mondy, R. W., A. Sharplin, and S. R. Premeaux, Management: Concepts, Practices, and Skills, (5th edition), Boston, Mass.: Allyn and Bacon, 1991.

Readings: Students are encouraged to keep in touch with the developments in the business world by regularly reading the Wall Street Journal, Business Week, Fortune, or similar publications.

COURSE ANALYSIS QUESTIONNAIRE

A. DETAILS OF THE COURSE

A1 This course will function as a survey course, and as such will provide students with insight into various functional areas within business. Given its inherent nature this course of instruction will be incorporated into the Business Administration "Core." This course may also be taken by students in approved non-business majors. This course is not intended for inclusion in the Liberal Studies program.

A2 This course is essentially a reformulation of the existing MG 360: Management and Production Concepts. The existing course, as its name implies, covers two distinct areas - Management and Production. The two areas are quite vast and distinct from each other and neither gets adequate coverage under the existing course. The existing course is being broken up in two new courses. This proposed course deals with the management area. Another proposed course (MG 330: Production and Operations Management) would deal with the production aspects. The new courses would help provide adequate coverage to both the areas now under a single course.

A3 This course will be offered as a mixture of lecture-discussion, case analysis, exercises, and projects as is typical of many of the survey courses in our program.

A4 Please see A2 above. A similar course was part of the School of Business "Core" up to 1982 when it was replaced by MG/QB 360.

A5 Upper-Division Undergraduate Only

A6 N/A

A7 Every major school or college of business offers this course.

A8 Required by the American Assembly Collegiate Schools of Business (AACSB).

B. INTERDISCIPLINARY IMPLICATIONS

B1 Taught by one instructor

B2 NO

B3 This course does not represent either and overlap or a conflict with courses taught in other departments

B4 Yes

C. IMPLEMENTATION

C1 Resources are presently on-hand

C2 NO

C3 Every Semester-

C4 10 per sections per semester

C5 40-50 students per section

C6 The accreditation body (AACSB) has standards for appropriate student-teacher ratios in an institution.

C7 This course will be part of the Business Administration core, required of all College of Business undergraduate majors. Due to other concurrent curriculum changes in the College of Business, this will not affect the free electives available to the majors. The requirement of this course will not affect the 124-credit program of students in the department or the College.

<b>Form to Request Approval of an Honors College Course</b>
HCC# _____
Action/Date _____
<b>COVER SHEET: Proposal for Honors College Course</b>

Course Title: Information Systems: Theory and Practice Course Number: IFMG 300

Departments(s): Department of Management Information Systems and Decision Sciences, Eberly College of Business and Information Technology

Professor(s): Dr. Louise Burky Phone and e-mail: 7.2929 lburky@iup.edu

Department(s): \_\_\_\_\_

Prerequisites: ACCT 202, COSC/BTED/IFMG 101; taken concurrently with MGMT 310 and BTST 321

<p>Please check all that apply:</p> <p><input checked="" type="checkbox"/> This is a proposal for an Honors section of an existing course</p> <p><input type="checkbox"/> This is a proposal for a new Honors course.</p> <p><input type="checkbox"/> This course is designed to meet a Liberal Studies requirement</p> <p><input type="checkbox"/> This course is open to non-majors</p> <p><input checked="" type="checkbox"/> If offered, this course would NOT require replacement FTE for my department</p> <p><input type="checkbox"/> If offered, this course would SOMETIMES require replacement FTE for my dept.</p> <p><input type="checkbox"/> If offered, this course would ALWAYS require replacement FTE for my department.</p> <p><input checked="" type="checkbox"/> My department/college is willing to offer this course in summer as needed.</p>
---

When is the earliest semester/summer session that you will be ready to teach this course?  
 Fall, 2004

**Signatures:**

College Curriculum Committee *Nelson Wilkie*

Department Chairperson *Dr. Louise B. Burky*

College Dean *R. Long*

**Received**

**FEB 22 2006**

Director, Honors College

*Jamit E. Gulb*

Please attach the following components to this cover sheet:

- \_\_\_ 1. a UWUCC course proposal cover sheet (for new courses only!)
- \_\_\_ 2. the syllabus of record approved by the UWUCC for this course (for existing courses only!)
- \_\_\_ 3. the syllabus for your proposed Honors version of this course in which course objectives are phrased as course questions, *i.e.* "The course will attempt to enable students to answer the questions: What is a 'good' film? What is a mathematical model? How is mathematics connected to life? What does it mean to think like a biologist?"
- \_\_\_ 4. answers to the 10 questions of the Honors College Committee

A. Catalog Description (A1)

IM 300 Title: Information Systems: Theory and Practice  
3 credits

Prerequisites: CO/BE/IM 101, AG 202.

This course will include basic MIS concepts, fundamentals and practices. Broad areas of coverage are: Principles, the computer as a problem solving tool, Computer Based Information Systems (CBIS), organizational information systems, and IS management.

B. Course Objectives

The primary objective of IM 300 is to provide the student with an understanding of how the computer can be used as part of a Decision Support System (DSS) or Management Information System (MIS).

Specific objectives are:

1. To introduce the student to information, its value and characteristics.
2. To demonstrate how the informational needs of managers vary according to their place in the organization's hierarchy.
3. To describe the kinds of information systems that support decisions at the various functional levels of the organization.
4. To contrast and compare information processing capabilities in the human being and computerized systems, the linkages between them, and the problems created by their differences.
5. To create in every business student information literacy as contrasted to, and in addition to, computer literacy, where every student learns to retrieve, process and evaluate information requirements.
6. To introduce the general business student to the concepts and techniques used to develop a computerized business information system.

C. Methodology

Teaching methods will include lecture, case studies, and exercises using one each of the types of end user systems discussed in the course. These will include Database, Lotus 1-2-3, a DSS, a simple Expert System, and a User Oriented Design Package. Case studies will be written, thereby fulfilling the writing requirement. At least one of these areas will be approached experientially.

## Suggested Evaluation

Three examinations will be given. Exams, quizzes, software application assignments, class participation, written cases and/or a research paper.

### Suggested point distribution:

	<u>Points</u>
Major Exams	500
Case assignments and/or paper(s)	500
Software Assignments (4 or 5)	400
Quizzes (15 each)	150
Participation - 10% of total points	

### E. Recommendation to the Instructor

Although mainly a lecture-oriented course, students should be informed that a substantial amount of lab-time is required. (3-4 hours a week) for developing solutions to assignments.

Software application assignments should vary, each assignment requiring student to implement the concepts and approaches covered in class. These should correspond to textbook content. The instructor should encourage students to allocate their time equally between class, individual and group effort as an effective means to learn the material. Group activities may be extended to projects and introduction of group decision support systems (GDSS).

### F. Required Text

Laudon, Kenneth C. and Laudon, Jane Price, Management Information Systems, New York, NY: MacMillan, (1991).

McLeod, R., Management Information Systems, Fourth Edition, MacMillan, (1990).

McLeod, R. and Schell, Management Information Systems Case Book, Fourth Edition, MacMillan, (1990).

### G. Course Outline (A2)

#### TOPIC

	Text Chapters	% of coverage
I. Information Management		
A. Importance	1, 2	8
B. The Modern Manager		
C. Management Skills		
D. Manager and Systems		
E. Data vs. Information		
F. Role of the Computer		

II.	Systems Theory	3, 4	7
	A. The General Model		
	B. Use of the Model		
	C. Concept of Resource Flows		
	D. Systems Approach		
	E. Problem Solving		
	Preparation, Definition, Solution		
III.	The Computer as a Problem Solving Tool	5	8
	A. Computer Architecture		
	1. Mainframe		
	2. Microcomputer		
	B. I.P.O.		
	C. Software		
	Systems vs. Application		
	D. User Friendliness		
	E. Cost Justification		
IV.	The Data Base	6	10
	A. Information Data Management		
	B. Storage		
	1. Media and their uses		
	2. Secondary storage		
	C. The Database Era		
	D. The Database		
	1. Concept		
	2. Structure		
	3. Software		
	4. Use of		
	5. Creation of		
	E. The Database Administration		
V.	Communications	7	8
	A. The Model		
	B. Equipment		
	C. Software		
	D. Networks		
	1. Topologies		
	2. Protocols		
	3. Architecture		
	E. The Network Manager		
	F. The Role of Datacommunications		
VI.	CBIS	8, 9	8
	A. DP Tasks		
	B. Systems overview		
	C. MIS and Functional Subsystems		
	D. Behavioral Influences in Design		
	E. Use in Problem Solving		



TOPIC	Text Chapters	% of coverage
VII. Decision Support Systems		
A. The Concept	10	8
B. Objectives		
C. Decision Making		
D. Group DSS		
VIII. Office Automation		
A. Factory	11	5
B. Office		
C. Role in Problem Solving		
IX. Expert Systems		
A. Artificial Intelligence	12	8
B. Parts of an Expert System		
1. User Interface		
2. Knowledge Base		
3. Inference Engine		
4. Development Engine		
C. Applications		
D. Evaluation		
X. Executive Information Systems		
A. Unique Information Needs of Executives	13	5
B. Implementation Decisions		
C. Critical Success Factors		
D. Intelligence Systems		
XI. Organizational Systems		
A. Marketing	14	15
B. Manufacturing	15	
C. Financial	16	
XII. Systems Management		
A. Development Strategies	17	10
B. Security and Control		
C. Information Management		

## REFERENCES

1. Burch, J., Strater, F. and Grudnitsic, G., Information Systems: Theory and Practice, New York, NY: John Wiley and Sons, (1989).
2. Cohen, Alan, A Guide to Networking, Boston, MA: Boyd and Fraser, (1991).
3. Davis and Olsen, Management Information Systems, New York, NY: McGraw-Hill, (1982).
4. Dickson and Wetherbe, Management of Information Systems, New York, NY: McGraw-Hill, (1985).
5. Kronke, David, Management Information Systems, Santa Cruz, CA: Mitchell Publishing, (1989).
6. Lucus, Managing Information Services, New York, NY: MacMillan, (1989).
7. McLeod, R., Management Information Systems, Chicago, IL: SRA, (1990).
8. O'Brien, James, Management Information Systems: A Managerial End-User Perspective, Chicago, IL: Irwin, (1990).
9. Stallings, William, Business Data Communications, New York, NY: MacMillan, (1990).
10. Turban, Efraim, Decision Support and Expert Systems, New York, NY: MacMillan, (1990).
11. Wysocki, Robert K. and James Young, Information Systems: Management Principles in Action, New York, NY: John Wiley and Sons, (1990).

<b>Form to Request Approval of an Honors College Course</b>
HCC# _____
Action/Date _____
<b>COVER SHEET: Proposal for Honors College Course</b>

Course Title: Business and Interpersonal Communications Course Number: BTST 321

Departments(s): Department of Technology Support & Training, Eberly College of Business and Information Technology

Professor(s): Dr. Linda Szul Phone and e-mail: 7.3003 lfszul@iup.edu

Department(s): \_\_\_\_\_

Prerequisites: ENGL 101, 202; taken concurrently with MGMT 310 and IFMG 300

<p>Please check all that apply:</p> <p><input checked="" type="checkbox"/> This is a proposal for an Honors section of an existing course</p> <p><input type="checkbox"/> This is a proposal for a new Honors course.</p> <p><input type="checkbox"/> This course is designed to meet a Liberal Studies requirement</p> <p><input type="checkbox"/> This course is open to non-majors</p> <p><input checked="" type="checkbox"/> If offered, this course would NOT require replacement FTE for my department</p> <p><input type="checkbox"/> If offered, this course would SOMETIMES require replacement FTE for my dept.</p> <p><input type="checkbox"/> If offered, this course would ALWAYS require replacement FTE for my department.</p> <p><input type="checkbox"/> My department/college is willing to offer this course in summer as needed.</p>
--

When is the earliest semester/summer session that you will be ready to teach this course?  
 Fall, 2005

**Signatures:**

College Curriculum Committee *John Willie*

Department Chairperson *Linda Szul*

College Dean *R. Cony*

Received

FEB 22 2006

Director, Honors College

Janet E. Gubel

Please attach the following components to this cover sheet:

- 1. a UWUCC course proposal cover sheet (for new courses only!)
- 2. the syllabus of record approved by the UWUCC for this course (for existing courses only!)
- 3. the syllabus for your proposed Honors version of this course in which course objectives are phrased as course questions, *i.e.* "The course will attempt to enable students to answer the questions: *What is a 'good' film? What is a mathematical model? How is mathematics connected to life? What does it mean to think like a biologist?*"
- 4. answers to the 10 questions of the Honors College Committee

**BUSINESS AND INTERPERSONAL COMMUNICATIONS BTST321**  
Fall, 2004

Drs. Linda F. Szul and Dawn E. Woodland  
Office Hours: T 3:00 – 4:00 p.m. W 10:30 – 11:30 a.m.

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**COURSE PREREQUISITE**

Junior Status, EN101. Beginning with the Summer 2000 term, there will be absolute enforcement of every prerequisite requirement for the coursework offered by the Eberly College of Business & Information Technology. This means that students cannot postpone prerequisites and take them after the course in question.

The dean's office is responsible for monitoring course prerequisites. Students who manage to register for coursework in spite of the fact that they do not have the appropriate prerequisite will be subject to unilateral withdrawal after the course has commenced. At that time, no appeal will be accepted, and adding a different class after the official registration period will not be approved.

The individual course withdrawal deadline date (the end of the first two-thirds of the academic term) will be enforced. You may complete this withdrawal through the computer registration system.

A "Request for a Deadline Waiver" must be sought through the Assistant Dean for Academic Services in Room 208. Requests will only be granted: 1) "contingent upon documentation of catastrophic circumstances" as stated in the IUP Undergraduate Catalog; and/or 2) through written feedback from the instructor noting advisement to the student to postpone normal withdrawing pending an additional test or assignment.

**COURSE DESCRIPTION**

Study of communication theory and principles as applied to business situations and practices; development of communication skills in areas of communication such as oral, writing, listening, and nonverbal. Emphasis in building effective interpersonal relations in a business environment. The course will depart from the traditional approach to the course and include activities and instructions in the following areas: decision making, body language, perception, group activities, listening, oral communication, writing letters and reports.

**TEXTBOOK**

Ober, S. (2004). *Fundamentals of contemporary business communication*. NY: Houghton-Mifflin.

**COURSE OBJECTIVES**

1. Communication Theory

Develop a knowledge of and an ability to apply essential principles underlying effective communication.

- A. How communication works
- B. How meaning is given to our perceptions
- C. How false assumptions lead to miscommunications

2. **Listening**

Develop the ability to become a more effective listener.

- A. Identification of poor listening habits
- B. Identification of and application of good listening habits

3. **Oral**

Introduce the interpretation, formulation, and expression of opinions and ideas orally so that others understand you.

4. **Written**

Develop clear, concise, grammatically correct business correspondence and business reports.

- A. Identifying principles of business writing
- B. Applying these principles when writing letters and memos
- C. Applying these principles when writing reports

5. **Nonverbal**

Demonstrate an awareness of the role that physical behavior (gestures, posture, body movements, and facial expressions), physical appearance, spatial relationships, and environment play in human interaction.

6. **Group Dynamics**

Develop the ability to work effectively in a group situation. This objective includes the (1) responsibility of the individual to the group, (2) ability to handle problem members, (3) ability to involve all members in group activities, (4) ability to lead the group on the decision making process, and (5) identification of role functions in the group.

7. **Job Search Techniques**

Develop the ability to conduct a job search.

- A. Self-analysis techniques
- B. Principles of résumé and letter of application writing
- C. Job interview techniques

8. **Cultural Diversity**

Recognize the challenges in communicating with people from other cultures and adapt communication theory and methodology to international business communication; recognize the ethical dilemmas in business communications and evaluate the ethical decisions made.

## **WRITING ASSIGNMENTS**

A late submitted assignment will result in a penalty of one letter grade.

No makeup for late or missed work is allowed. In case of an emergency, an alternate assignment may be given. Students are responsible for arranging for alternate assignments.

Using a computer, key all assignments and submit according to directions.

Papers will be graded on both mechanics and content. Mechanics include spelling, punctuation, and grammar. Content includes format and organization. Check each assignment's rubric for further standards.

## **BIBLIOGRAPHY**

- Bovée, C. L., & Thill, J. V. (1998). *Business communication today* (5<sup>th</sup> ed.). Upper Saddle River, NJ: Prentice Hall.
- Brusaw, C. T., Alred, G. J., & Oliu, W. E. (1997). *The business writer's handbook* (5<sup>th</sup> ed.). New York: St. Martin's Press.
- Clark, J. L., & Clark, L. R. (1998). *HOW 8: A handbook for office workers*. Cincinnati: South-Western College Publishing.
- Galle, W. P., Jr., Nelson, B. H., Luse, D. W., & Villere, M. F. (1996). *Business communication: A technology-based approach*. Chicago: Irwin.
- Howell, J. F., & Memering, D. (1989). *Brief handbook for writers* (2<sup>nd</sup> ed.). Englewood Cliffs: Prentice Hall.
- Lahiff, J. M., & Penrose, J. M. (1997). *Business communication: Strategies and skills* (5<sup>th</sup> ed.). Upper Saddle River, NJ: Prentice Hall.
- Stallings, W., & Van Slyke, R. (1994). *Business data communications* (2<sup>nd</sup> ed.). Upper Saddle River, NJ: Prentice Hall.
- Thill, J. V., & Bovée, C. L. (1993). *Excellence in business communication* (2<sup>nd</sup> ed.). New York: McGraw-Hill, Inc.

<b>Form to Request Approval of an Honors College Course</b>
HCC# _____
Action/Date _____
<b>COVER SHEET: Proposal for Honors College Course</b>

Course Title: Fundamentals of Finance Course Number: FIN 310

Departments(s): Department of Finance and Legal Studies, Eberly College of Business and Information Technology

Professor(s): Dr. Ibrahim Affaneh Phone and e-mail: 7.4096affaneh@iup.edu

Department(s): \_\_\_\_\_

Prerequisites: ACCT 202, MATH 214 or 217; taken concurrently with MGMT 330 and MKTG 320

Please check all that apply:

This is a proposal for an Honors section of an existing course

This is a proposal for a new Honors course.

This course is designed to meet a Liberal Studies requirement

This course is open to non-majors

If offered, this course would NOT require replacement FTE for my department

If offered, this course would SOMETIMES require replacement FTE for my dept.

If offered, this course would ALWAYS require replacement FTE for my department.

My department/college is willing to offer this course in summer as needed.

When is the earliest semester/summer session that you will be ready to teach this course?  
 Fall, 2005

**Signatures:**

College Curriculum Committee *LeAnn Wilkie*

Department Chairperson *Dr. Ibrahim Affaneh*

College Dean *R. Long*

Received  
 FEB 22 2006



Director, Honors College

*Jean E. Grubel*

Please attach the following components to this cover sheet:

- 1. a UWUCC course proposal cover sheet (for new courses only!)
- 2. the syllabus of record approved by the UWUCC for this course (for existing courses only!)
- 3. the syllabus for your proposed Honors version of this course in which course objectives are phrased as course questions, *i.e.* "The course will attempt to enable students to answer the questions: *What is a 'good' film? What is a mathematical model? How is mathematics connected to life? What does it mean to think like a biologist?*"
- 4. answers to the 10 questions of the Honors College Committee

**INDIANA UNIVERSITY OF PENNSYLVANIA  
EBERLY COLLEGE OF BUSINESS AND INFORMATION TECHNOLOGY  
DEPARTMENT OF FINANCE AND LEGAL STUDIES**

**FIN 310:** Fundamentals of Finance  
**Professor:** Dr. Alan D. Eastman  
**Office:** 322F Eberly College of Business and Information Technology  
**Phone:** (724) 357-5738  
**Email:** aeastman@iup.edu  
**Office Hours:** Monday 11:30 am – 1:30 pm; Tuesday 3:30 pm – 5:30 pm;  
Wednesday 11:30 am – 12:30 pm; Other Times By Appointment  
**Term:** Spring 2004

**CATALOG COURSE DESCRIPTION**

**FIN 310 – Fundamentals of Finance**

**Credits: 3.00**

The study of valuation models, financial statement analysis and forecasting, capital budgeting methods, and working capital management. Also includes an introduction to risk and return, capital markets and institutions, and security valuation.

**COURSE OBJECTIVES**

1. The student will be able to analyze and forecast financial statements, and understand their uses in making financial decisions.
2. The student will be able to apply valuation concepts to a wide range of assets, including securities, loans, and productive assets.
3. The student will be able to identify the characteristics of various securities and understand how their markets function.
4. The student will understand the roles of financial institutions, monetary policy, and interest rates in well-functioning markets.
5. The student will become familiar with the techniques of managing long-term and short-term assets and liabilities.
6. Students will be able to use data from on-line sites and other sources of financial information to aid in financial decision-making.

**PREREQUISITES:** AG202, MA214 for business majors; AG202, MA214 or MA217 for non-business majors (MA214 recommended)

**There will be absolute enforcement of every prerequisite requirement for the coursework offered by the Eberly College of Business and Information Technology. This means that students cannot postpone prerequisites and take them after the course in question.**

**The Dean's office is responsible for monitoring course prerequisites. Students who manage to register for coursework in spite of the fact that they do not have the appropriate prerequisite will be subject to unilateral withdrawal after the course has commenced. At that time, no appeal will be accepted and adding a different class after the official registration period will not be approved.**

**REQUIRED TEXT:** Eugene F. Brigham and Joel F. Houston. Fundamentals of Financial Management, 10th edition, Dryden Press, 2004.

**RECOMMENDED READING:** *The Wall Street Journal* and other Finance Periodicals such as *Business Week*.

**GRADING:** The final course grade will be determined by three exams weighted at 20% each, quizzes weighted at 15%, spreadsheet and web-based exercises weighted at 5%, and a comprehensive final exam given during final exam week weighted at 20%. Exams will consist of multiple choice questions, problems and/or short essay questions depending on the nature of the material in that section of the course. **Make-up exams will not be given.** If an exam is missed due to an excused absence, such as a **documented** illness or emergency, the weight of the missed exam will be added to the weight of the final exam. **Except in cases of dire emergency, no consideration will be given to any student who misses an examination without first receiving the permission of the instructor.**

Quizzes will be given consistently throughout the semester. There will be no make-ups. Instead, the lowest two scores will be dropped. Homework will be assigned but not collected. Homework assignments will assist in preparation for the graded assignments and exams, so it is very important for students to complete these assignments and to ask questions if they are having difficulty.

In order to encourage outside reading, extra credit points may be obtained during the semester by submitting article reviews relating to course topics. Only one article review will be accepted per week. For the MWF sections, article reviews **must be turned in on Mondays for the previous week**, beginning on January 26<sup>th</sup> and continuing through April 26<sup>th</sup> (excluding March 8<sup>th</sup> during spring break and April 12<sup>th</sup>). For the Tuesday night class, article reviews **must be turned in on Tuesdays for the previous week**, beginning on January 27<sup>th</sup> and continuing through April 20<sup>th</sup> (excluding March 9<sup>th</sup> during spring break). Each article must be current. If the article is from a magazine or journal, it must be from the most recent issue. If the article is from a newspaper, such as the Wall Street Journal, it must be from the current or previous week. If the article is obtained online, it must relate to an event occurring during the current or the previous week. A copy of the article should be submitted along with a brief summary. The summary should describe the article and also relate the topic or issue to one covered in class or in the textbook. Be as specific as possible in linking the article to class material. Each review will be assigned a score of zero, one, or two extra credit points. A maximum of 15 extra credit points may be earned during the semester. These points will be added onto the final exam score. Neatness, grammar, and spelling will be considered when assigning a score. One point will be deducted for each error after the first error. In other words, a review with no errors or with one error can receive a maximum score of two points; a review with two errors can receive a maximum score of one point; and a review with three or more errors will receive zero points. All reviews must be typed.

**ATTENDANCE:** I expect and encourage you to attend class. Past experience suggests that students who attend regularly and participate in class discussions learn more, enjoy the class more, and perform better on examinations than students whose attendance is less frequent. All students are responsible for any information given in class, including any change of assignments or exam schedule.

## TENTATIVE COURSE OUTLINE

<u>Week of</u>	<u>Topic(s) to be Covered</u>
Jan 12	Introduction; Review  <b>**** Note that the last drop/add date is January 18th ****</b>
Jan 19	Overview of Financial Mgmt – Ch. 1 Financial Statements, Cash Flow, and Taxes – Ch. 2 Forms of business organization; Goals of the firm; Stakeholders vs. stockholders; Ethical considerations; Agency relationships Review of balance sheet and income statement; Accounting income vs. cash flow; MVA and EVA; Federal tax system
Jan 26	Analysis of Financial Statements – Ch. 3 Uses of ratio analysis; Liquidity ratios; Asset management ratios; Debt management ratios; Profitability ratios including DuPont analysis; Market value ratios
Feb 2	Financial Planning and Forecasting – Ch. 4 Sales forecasting; Pro forma income statement; Pro forma balance sheet; Additional funds needed (AFN); Financing alternatives
Feb 9	Financial Environment – Ch. 5 Financial markets: primary, exchanges, NASDAQ, regulation, derivatives, global; investment banking; Financial intermediaries: Functions and types; Interest rates determinants; Term structure and yield curves; Federal Reserve policy  <b>*** First Exam ***</b>
Feb 16	Time Value of Money – Ch. 7 Future values of lump sums, annuities and annuities due; Compound growth; Present value of lump sums; perpetuities and growing perpetuities; annuities and annuities due; Compounding/discounting other than annually  <b>*** No class on Friday February 20<sup>th</sup>. An alternative assignment will be given. ***</b>
Feb 23	Time Value of Money (cont.)
Mar 1	Stocks and Bonds – Ch. 8 and Ch. 9 Characteristics and features of bonds, common stock, and hybrids; Bond valuation; Yield to maturity; Bond risks; Stock valuations models  <b>*** Spring recess is March 8th through March 13<sup>th</sup> ***</b>
Mar 15	Stocks (cont.); Risk and Rates of Return – Ch. 6 Return and standard deviation; Risk aversion and coefficient of variation; Portfolio risk; Market and unique risk; Asset and portfolio beta; CAPM and SML; Equilibrium pricing  <b>*** Second Exam ***</b>

- Mar 22      Cost of Capital – Ch. 10  
 Cost of debt; Cost of preferred stock; Cost of retained earnings using CAPM, DCF, and Bond-yield-plus-risk-premium approaches; Cost of newly-issued common; WACC; MCC and breakpoints
- \*\*\* Course Withdrawal Deadline – March 23<sup>rd</sup> \*\*\*
- The individual course withdrawal deadline date (the end of the first two thirds of the academic term) of Tuesday March 23, 2004, will be enforced. You may complete this withdrawal through the computer registration system.
- A “Request for a Deadline Waiver” must be sought through the Assistant Dean for Academic Services in Room 208. Requests will only be granted: 1) contingent upon documentation of catastrophic circumstances as stated in the IUP Undergraduate Catalog; and/or 2) through written feedback from the instructor noting advisement to the student to postpone withdrawing pending an additional test or assignment.
- Mar 29      Basics of Capital Budgeting – Ch. 11  
 Mutually exclusive vs. independent; Conventional vs. nonconventional; Expansion vs. replacement; NPV; Payback and discounted payback; IRR; MIRR; Comparisons between methods
- Apr 5      Capital Budgeting: Cash Flow Estimation and Risk Analysis – Ch. 12  
 Identifying relevant cash flows; Outlay; Cash flow from operations; Terminal cash flows; Replacement vs. expansion project analyses; Projects with unequal lives;
- Apr 12      Working Capital: Asset Management – Ch. 16  
 Working capital policy; Cash budget; Cash management techniques; Marketable securities; Inventory management techniques; Accounts receivable management and credit policy
- \*\*\* No Class on Monday April 12<sup>th</sup> \*\*\*  
 \*\*\* For Tuesday Night Class: Exam 3 \*\*\*
- Apr 19      Working Capital: Financing – Ch. 17  
 Financing temporary vs. permanent current assets; short-term vs. long-term financing; accruals; Cost of trade credit; Cost of bank loans: simple interest, discount interest, compensating balances, installment loans; Commercial paper
- \*\*\* Third Exam \*\*\*\*  
 \*\*\* For Tuesday Night Class: Working Capital and Review \*\*\*
- Apr 26      Review
- \*\*\* Classes End April 26<sup>th</sup> \*\*\*  
 \*\*\* Reading Days April 27<sup>th</sup> and April 28<sup>th</sup> \*\*\*  
 \*\*\* Final Exams April 29<sup>th</sup> – May 5<sup>th</sup> \*\*\*
- \*\*\* Comprehensive Final Exam Times \*\*\*  
 \*\*\* For MWF 9:15 am class: Wednesday May 5<sup>th</sup> from 8am to 10 am \*\*\*  
 \*\*\* For MWF 10:30 am class: Monday May 3<sup>rd</sup> from 10:15 am to 12:15 pm \*\*\*  
 \*\*\* For T 6:00 pm class: Tuesday May 4<sup>th</sup> from 6 pm to 8 pm \*\*\*

<b>Form to Request Approval of an Honors College Course</b>
HCC# _____
Action/Date _____
<b>COVER SHEET: Proposal for Honors College Course</b>

Course Title: Production and Operations Management Course Number: MGMT 330

Departments(s): Department of Management, Eberly College of Business and Information Technology

Professor(s): Dr. Prashanth Bharadwaj Phone and e-mail: 7.2535 pnb@iup.edu

Department(s): \_\_\_\_\_

Prerequisites: MATH 115 or 214; junior status; taken concurrently with FIN 310 and MKTG 320

Please check all that apply:

This is a proposal for an Honors section of an existing course

This is a proposal for a new Honors course.

This course is designed to meet a Liberal Studies requirement

This course is open to non-majors

If offered, this course would NOT require replacement FTE for my department

If offered, this course would SOMETIMES require replacement FTE for my dept.

If offered, this course would ALWAYS require replacement FTE for my department.

My department/college is willing to offer this course in summer as needed.

When is the earliest semester/summer session that you will be ready to teach this course?  
 Fall, 2005

**Signatures:**

College Curriculum Committee *DeAnn Wilkie*

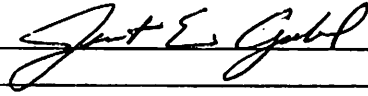
Department Chairperson *Prashanth B. N.*

College Dean *A. Camp*

Received

FEB 22 2006

Director, Honors College



Please attach the following components to this cover sheet:

- 1. a UWUCC course proposal cover sheet (for new courses only!)
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- 4. answers to the 10 questions of the Honors College Committee

## Course Syllabus

### I. CATALOG DESCRIPTION

MG 330      Production and Operations Management

3 credits  
3 lecture hours  
0 lab hours  
(3c-01-3sh)

Prerequisites: MA 214, MA 121, Jr. Standing,  
College of Business or approved major.

Corequisites: none

Study of the process of converting an organization's inputs into outputs whether in goods producing or service industries. Provides an overview of concepts, tools, and techniques used in management of production and operations function in organizations.

### II. COURSE OBJECTIVES

Students will learn what every manager should know about the management of production and operations in organizations. More specifically, the course objectives are:

1. Students will learn about the concept and management of quality as competitive advantage. Use of quality circles, and Deming's and Juran's theories of quality management.
2. Students will study the approaches to product design, capacity planning and selection of appropriate technology.
3. Students will learn techniques of facility planning, selecting facility location and layout, and application of network analysis to project management.
4. Students will learn theories and methods of job design work measurement, and aggregate planning.
5. Students will learn the models and techniques of inventory management, material requirement planning, including JIT and "Kanban" methods.



### **III. COURSE OUTLINE**

#### **A. Introduction (2 lectures)**

Overview of POM techniques and applications in manufacturing and services; systems approach to OM; Interactions and integration of OM with other functional areas; Strategic importance of OM.

#### **B. Quality Management (4 lectures)**

What is quality? Customer vs. producer orientation; Cost of poor quality; Quality as competitive advantage; Preventing quality problems; How to achieve excellence in quality-- Deming, Juran, etc; How the Japanese do it? Quality circles; Total quality control.

#### **C. Product Design and Process Selection (3 lectures)**

Manufacturing and Service sectors; Team approach to product design; Quality and product liability considerations; Product design & development sequence; Process selection and process flow analysis; Operational classification of services; Trade off presented by service-system design matrix.

#### **D. Managing Technology (4 lectures)**

Manufacturing technologies-- Automation, Flexible manufacturing; Service sector technologies-- Electronic fund transfer, On-line data bases, Electronic mail, Integrated communication and information systems, Bar codes; Computer Aided Design and Manufacturing; Managing Technological Change.

#### **E. Capacity and Forecasting (2 lectures)**

Definition of capacity; Estimating capacity for manufacturing and services; Systems approach to capacity determination; Dependence of capacity planning on accurate forecasting; Qualitative and quantitative forecasting techniques; Capacity decisions--when, where, and how much.

#### **F. Facility Location (3 lectures)**

Current trends in location; Qualitative and quantitative factors in location decisions; Quantitative techniques for location decision including heuristic approaches for service location decisions.

#### **G. Facility Layout (3 lectures)**

Facility layout considerations such as machine interference, bottlenecks, safety, flexibility, etc.; Types of layout including process layout, product layout, fixed layout, cellular manufacturing layout, and hybrid layout; Assembly line design and balancing; Material handling systems.

**H. Waiting Line Models (2 lectures)**

Discussion of various simple waiting line models and their applications in the areas such as capacity and resource planning, facility layout, service facility design.

**I. Job Design and Work Measurement (3 lectures)**

Human-machine interaction and its effects on product and process design; Job design strategies; Ergonomics and human factors considerations; Work measurement and time studies; Predetermined time standards (PMTS); Work sampling; How the Japanese do it? Emphasis on group vs. emphasis on individual.

**J. Project Management (4 lectures)**

Application of network models to project management; Critical Path Method; Program Evaluation and Review Technique; Time estimates and practical problems; Computer solutions to network problems.

**K. Aggregate Planning (2 lectures)**

Overview of medium-range aggregate planning; Parameters for the planning process; Planning strategies; Criteria for selecting aggregate plans; Mathematical models for aggregate plans--linear programming, linear decision rule (LDR), etc.

**L. Inventory Management (3 lectures)**

Concept of lot-sizing; Cost of ordering and holding inventory, and cost of shortage; Basic economic order quantity (EOQ) model and its variations; Probabilistic inventory models; Safety stock determination; Periodic review systems.

**M. Material Requirement Planning (MRP) (4 lectures)**

Purpose and philosophy of MRP; Components of MRP including bill of material (BOM), master production schedule (MPS), inventory status file; Computerized MRP.

**N. JIT System (3 lectures)**

What is JIT? "Kanban"; Comparison of JIT (Pull System) with MRP (Push System); Enforced problem solving; JIT as manufacturing philosophy.

#### IV. EVALUATION METHODS

The final grade for the course will be determined as follows:

- 60% Tests. Three tests (including final) consisting of multiple choice, true-false, completion, short answers, and/or essay.
- 25% Problem assignments, written case analyses and in-class discussions, quizzes, and/or exercises.
- 15% Research Paper and/or Project: Each student will complete a written report on a topic approved by the instructor. The report will be graded both on content and mechanic. The student, with the approval of the instructor, may opt for a project designing a part of the production or operations system for an organization. All completed work will be due by the day of the last class.

#### V. REQUIRED TEXTBOOKS SUPPLEMENTAL BOOKS AND READINGS

Textbook: Karajewski, L. J. and L. P. Ritzman, Operations management: Strategy and Analysis, (2nd edition), Readings, Mass.: Addison-Wesley Publishing Company, 1990.

Readings: Handouts will be provided. Other readings may be assigned.

#### VI. SPECIAL RESOURCE REQUIREMENTS

Computer hardware and softwares needed for analysis will be provided through the PC lab.

#### VII. BIBLIOGRAPHY

"America's Best Managed Factories," Fortune, May 28, 1984

Amstead, B.J., P.E. Oswald, and M.L. Bergman, Manufacturing Processes, (7th edition).

Buffa, E.S., and J.G. Miller, Production-Inventory Systems: Planning and Control, (3rd edition).

Collier, D.A., Service Management: The Automation of Services.

Hays, R.H., and S.C. Wheelwright, Restoring Our Competitive Edge: Competing Through Manufacturing.

Juran, J.M., and F.M. Gryna, Quality Planning and Analysis.

Makridakis, S., S.C. Wheelwright, and V.E. McGee, Forecasting: Methods and Applications.

Martin, C.C., Project Management: How to Make It Work.

Nadler, Gerald, Work Design.

Porter, M.E., Competitive Advantage: Creating and Sustaining Superior Performance.

Schmenner, R.W., Making Business Location Decisions.

Schonberger, R.J., Japanese Manufacturing Techniques.

Vollman, T.E., W.L. Berry, and D.C. Whybark, Manufacturing Planning and Control Systems.

Weist, J.D., and F.K. Levy, A Management Guide to PERT/CPM.

## COURSE ANALYSIS QUESTIONNAIRE

### A. DETAILS OF THE COURSE

- A1 This course will be a required Business Administration Core course in all undergraduate degree programs in the College of Business or for minor in Business Administration. This course may also be taken by students in approved non-business majors. The course is not intended for inclusion in the Liberal Studies program.
- A2 As a result of this course, the status of MG/QB 360, Management and Production Concepts, and MG 311, Human Behavior in Organizations, will be reevaluated as part of the Business Administration Core.
- A3 This course will be offered as a mixture of lecture-discussion, case analysis, exercises, and projects as is typical of many of the survey courses in our program.
- A4 This course has not been offered before. Part of its content are covered both in MG 360 and QB 360 (Management and Production Concepts).
- A5 This course will not be a dual level course.
- A6 This course can not be taken for variable credits.
- A7 Similar courses are offered at several institutions of higher education. Course syllabi from similar courses at the following universities are attached.

Illinois State University: Production Management.  
Pennsylvania State University: Operations Management.  
Stanford University: Production/Operations Management.  
University of Michigan: Production/Operations Management.  
Washington University: Operations System Design.  
Western Illinois University: Introduction to Operations Management.

- A8 The contents of this course are required by the American Assembly of the Collegiate Schools in Business (AACSB), the business accreditation body, as the common body of knowledge. Due to the large amount of material and the importance of the subject matter, it cannot be adequately covered as part of existing courses.

### B. INTERDISCIPLINARY IMPLICATIONS

- B1 This course will be taught by one instructor.
- B2 Additional or corollary courses, now or later, are not needed.

- B3 This course does not overlap with any other course at IUP outside the College of Business. For overlap with MG 360 and QB 360, see A4 above.
- B4 If the course is approved for students in the School of Continuing Education, seats for such students will be provided on a contingency basis.

C. IMPLEMENTATION

- C1 Resources needed to teach this course:
- \* No new faculty are needed to teach this course.
  - \* Current classroom and ocputer lab space is adequate for this course.
  - \* Computer software needed for this course will be covered through the Department budget.
  - \* The departmental resources are sufficient to cover the needed supplies.
  - \* Library resources are adequate for this course.
  - \* No travel funds will be needed for this course.
- C2 No grant funds are needed to provide resources for this course.
- C3 This course will be offered every semester, each year.
- C4 Eight (8) to ten (10) sections of this course will be offered each semester.
- C5 Each section will accomodate thirty-five to forty students. The need for individual attention for case analysis and exercises restrict the number of students in each section.
- C6 The business school accreditation body (AACSB) does set standards for appropriate student-teacher ratio in an institution. However, there are no such standards on an individual course by course basis.
- C7 This course will be a part of the Business Administration core, required of all College of Business undergraduate majors. Due to other concurrent curriculum changes in the college of Business, this will not affect the free electives available to the majors. The requirement of this course will not affect the 124-credit program of students in the department or the College.

D. MISCELLANEOUS

No additional information is necessary.

<b>Form to Request Approval of an Honors College Course</b>
HCC# _____
Action/Date _____
<b>COVER SHEET: Proposal for Honors College Course</b>

Course Title: Principles of Marketing Course Number: MKTG 320

Departments(s): Department of Marketing, Eberly College of Business and Information Technology

Professor(s): Dr. Vincent Taiani Phone and e-mail: 7.3170 taiani@iup.edu

Department(s): \_\_\_\_\_

Prerequisites: ECON 122; taken concurrently with MGMT 330 and FIN 310

<p>Please check all that apply:</p> <p><input checked="" type="checkbox"/> This is a proposal for an Honors section of an existing course</p> <p><input type="checkbox"/> This is a proposal for a new Honors course.</p> <p><input type="checkbox"/> This course is designed to meet a Liberal Studies requirement</p> <p><input type="checkbox"/> This course is open to non-majors</p> <p><input checked="" type="checkbox"/> If offered, this course would NOT require replacement FTE for my department</p> <p><input type="checkbox"/> If offered, this course would SOMETIMES require replacement FTE for my dept.</p> <p><input type="checkbox"/> If offered, this course would ALWAYS require replacement FTE for my department.</p> <p><input type="checkbox"/> My department/college is willing to offer this course in summer as needed.</p>
--

When is the earliest semester/summer session that you will be ready to teach this course?  
 Fall, 2005

**Signatures:**

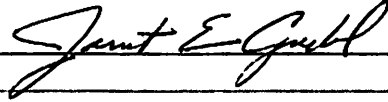
College Curriculum Committee *Debra Wilkie*

Department Chairperson *[Signature]*

College Dean *R. Coz*

Received  
 FEB 22 2006

Director, Honors College



Please attach the following components to this cover sheet:

- 1. a UWUCC course proposal cover sheet (for new courses only!)
- 2. the syllabus of record approved by the UWUCC for this course (for existing courses only!)
- 3. the syllabus for your proposed Honors version of this course in which course objectives are phrased as course questions, i.e. *"The course will attempt to enable students to answer the questions: What is a 'good' film? What is a mathematical model? How is mathematics connected to life? What does it mean to think like a biologist?"*
- 4. answers to the 10 questions of the Honors College Committee





### **Course Description**

Study of those activities necessary to the design, pricing, promotion, and distribution of goods and services for use by organizations and ultimate consumers.

### **Course Objectives and Methods**

Marketing, defined at micro and macro levels by the authors of our text, is more than a course, an academic discipline, or a career path. It is with us every day in many forms. At the very highest national level, our presidents are packaged and presented to us by the most skilled marketers in the land. At the other extreme, the Energizer Bunny has paraded into the hearts (and electronic gadgets) of America by endowing a low-tech energy cylinder with a "personality."

During the semester, we will be exploring marketing at many levels and in many dimensions, ranging from multi-national corporations to Indiana's Regency Mall, and from the societal side effects of advertising to the trucks that deliver the "killer dogs" to the Sheetz store. The text examines a wide variety of contemporary marketing activities and issues, and even more current phenomena will frequently be discussed in class as they become relevant. Whether or not you happen to be a marketing major, it is the instructor's hope that you will leave the course with a greater awareness of both the mechanisms and the importance of marketing. You will be expected to have read assigned chapters, cases, and articles prior to each class meeting.

A computer-assisted marketing simulation game will be used in which teams of 3-4 members will act as marketing managers of competing software companies. There will be three industries and four companies within each industry. Each team will be involved in making marketing decisions for their company, including selecting target markets, product design, pricing, advertising, distribution and sales force management. Individuals or teams may also be asked to make case presentations on assigned cases and/or exercises. Teams will be evaluated on the basis of:

(1) the company performance (profitability), (2) the company folder (a document due Apr. 20 that should include a description of major decisions and their rationale for each of the decision-making periods of the simulation game), and (3) an in-class presentation on Apr. 20 summarizing the company's experience, relative success, and adjustments during the simulation game. Note: A good job of "Monday-morning quarterbacking" in the company folder and oral report can help make up for lack of profitability success during the simulation game itself.

It is anticipated that the marketing simulation game will include 10 time periods. Once the simulation game begins, team decision inputs will be due at the end of each class meeting. Results will be available the following afternoon in both hard-copy and electronic form, thus providing maximum time for analysis before the next set of decisions will be due. If, for any reason, a team's decisions are not turned in by the end of the class meeting when they are due, the instructor will input the same numerical values that were provided the previous week. During the class meeting on Apr. 20, each team in the marketing simulation game will be asked to present a brief overview of their company's experience, strategies, and major adjustments during the marketing simulation game.

### **Text and Grading**

Text: *Basic Marketing, 14e*, Perreault and McCarthy, Irwin, 2002

Basis of Grading: Best 3 out of 4 equally-weighted examinations, 68%

Marketing Game (company performance, company folder, game report), 13%

Cases, assignments and quizzes, 10%

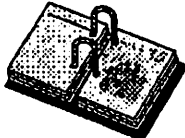


Class participation, 7%

There will be four examinations: three during the semester and a comprehensive exam during finals week. If all four exams are taken the lowest grade will be dropped. If an exam is missed for any reason, you can make it up at the same time you take the final exam. Feedback of exam scores will be timely so those taking the first three can make an informed decision regarding the fourth. The best (x-1) of a combined x cases/assignments/quizzes will be counted (i.e., take all, drop the lowest score. Quizzes and in-class assignments are due during the same class in which they are assigned, and makeups are not available for these. For assignments that are due the next class period, late work will be accepted only under the most dire and documentable circumstances, and may be subject to extra scrutiny regarding the evaluation of its quality.

Regarding the marketing simulation game and other group projects/assignments, the instructor reserves the right (upon written notification by other group members and subsequent review) to adjust downward the score for group members who are nonparticipants in the work generated by the group — don't be a freeloader. With regard to class, you are expected to arrive on time and prepared to participate in discussing the evening's topics. Attendance is not equivalent to participation. A final note: you are expected to treat your instructor and your fellow students with courtesy and civility at all times. Cell phones are to be turned off during class. Inappropriate behaviors such as chatting in class, reading the newspaper, leaving early, or taking self-initiated intermissions will have an adverse effect on your instructor's goodwill as well as on the participation component of your grade.

### Course Calendar

**Meeting Date, Topic(s), and Marketing Simulation Game Input Number:**

- |                    |  |   |
|--------------------|--|---|
| <i>Tu. Jan. 13</i> | Ch. 1, Marketing's Role in the Global Economy<br>Ch. 2, Marketing's Role within the Firm or Nonprofit Organization   |    |
| <i>Tu. Jan. 20</i> | Ch. 3, Focusing Marketing Strategy with Segmentation and Positioning<br>Ch. 4, Evaluating Opportunities in the Changing Marketing Environment<br>Marketing and TQM |   |
| <i>Tu. Jan. 27</i> | Ch. 8, Improving Decisions with Marketing Information [marketing simulation game input 1]  |   |
| <i>Tu. Feb. 3</i>  | Ch. 5, Demographic Dimensions of Global Consumer Markets<br>Ch. 6, Behavioral Dimensions of the Consumer Market [input 2]  |   |
| <i>Tu. Feb. 10</i> | Exam 1, chs. 1 – 6, 8<br>Ch. 7, Business and Organizational Customers and their Buying Behavior [input 3]  |   |
| <i>Tu. Feb. 17</i> | Ch. 9, Elements of Product Planning for Goods and Services<br>Ch. 10, Product Management and New-Product Development [input 4]                                     |   |
| <i>Tu. Feb. 24</i> | Ch. 11, Place and Development of Channel Systems<br>Ch. 12, Distribution Customer Service and Logistics [input 5]  |   |
| <i>Tu. Mar. 2</i>  | Ch. 13, Retailers, Wholesalers, and Their Strategy Planning<br>Ch. 14, Promotion — Introduction to Integrated Marketing Communications [input 6]                   |   |
| <i>Tu. Mar. 9</i>  | Spring Break   |   |
| <i>Tu. Mar. 16</i> | Exam 2, chs. 7, 9 – 14    Ch. 15, Personal Selling [input 7]   |   |
| <i>Tu. Mar. 23</i> | Ch. 16, Advertising and Sales Promotion<br>Ch. 17, Pricing Objectives and Policies<br>Ch. 18, Price Setting in the Business World [input 8]                        |   |
| <i>Tu. Mar. 30</i> | Ch. 19, Implementing and Controlling Marketing Plans: Evolution and Revolution<br>Ch. 20, Managing Marketing's Link with Other Functional Areas [input 9]          |   |
| <i>Tu. Apr. 6</i>  | Ch. 21, Developing Innovative Marketing Plans<br>Ch. 22, Ethical Marketing in a Consumer-Oriented World [input 10]   |   |
| <i>Tu. Apr. 13</i> | Exam 3, chs. 15 – 22, and Review   |   |
| <i>Tu. Apr. 20</i> | Team Overview Presentations, marketing simulation game<br>Team Folder for marketing simulation game is due   |  |

Final Examination as scheduled by the University

<b>Form to Request Approval of an Honors College Course</b>
HCC# _____
Action/Date _____
<b>COVER SHEET: Proposal for Honors College Course</b>

Course Title: Business Policy

Course Number: MGMT 495

Departments(s): Department of Management, Eberly College of Business and Information Technology

Professor(s): Dr. Dr. Prashanth Bharadwaj Phone and e-mail: 7.4880 pnb@iup.edu

Department(s): \_\_\_\_\_

Prerequisites: Completion of all business requirements; graduating seniors

Please check all that apply:

This is a proposal for an Honors section of an existing course

This is a proposal for a new Honors course.

This course is designed to meet a Liberal Studies requirement

This course is open to non-majors

If offered, this course would NOT require replacement FTE for my department

If offered, this course would SOMETIMES require replacement FTE for my dept.

If offered, this course would ALWAYS require replacement FTE for my department.

My department/college is willing to offer this course in summer as needed.

When is the earliest semester/summer session that you will be ready to teach this course?  
 Fall, 2005

**Signatures:**

College Curriculum Committee *LeAnn Wilkie*

Department Chairperson *Prashanth Bharadwaj*

College Dean *A. Camp*

Received

FEB 22 2006

Director, Honors College Joan E. Gubel

Please attach the following components to this cover sheet:

- 1. a UWUCC course proposal cover sheet (for new courses only!)
- 2. the syllabus of record approved by the UWUCC for this course (for existing courses only!)
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- 4. answers to the 10 questions of the Honors College Committee

**Eberly College of Business & Information Technology**  
**Department of Management**  
**MGMT 495 Section 001**  
**Business Policy**  
**3 Credit Hours**  
**Summer Inter-session 2004**

Monday - Tuesday - Wednesday - Thursday      1:00 – 4:45 p.m.      Room 311 Eberly  
Instructor: Frederick J. Slack, Ph.D.  
Office: 308-M Eberly College of Business & Information Technology  
Office Phone: 724-357-7737  
email address: fslack@iup.edu

Office Hours: Mon. Tues. Wed. Thursday      12:30 – 1:00 p.m.

## **I. CATALOG COURSE DESCRIPTION**

A capstone case analysis course designed to give the student practice in applying business theories to the solution of management problems. An analysis of how top management determines strategy and policy and influences the philosophy and character of the company. Develops in the student a general management viewpoint that integrates the various functions of the organization.

Prerequisites: Completion of all Business Core requirements or permission; graduating seniors.

## **II. EVALUATION METHODS**

The final grade for the course will be determined as follows:

**50 % Tests.** Two tests consisting of multiple choice and essay, with each examination comprising 25% of the course grade. Make-up tests based upon excused absences will be given at an agreed upon time. The make-up examinations may consist of essay questions only.

**25 % Homework Assignments, Class Participation and Attendance.** There will be a number of assignments during the term. The details of the assignments will be announced in class. In addition, each student is expected to participate actively in class activities and come to class prepared by keeping up with the assigned readings. Students are not to have more than one unexcused absence during the term. Five percent of the course grade is based upon attendance. Excessive absenteeism (i.e., more than two absences during the term) will result in a reduced class participation and attendance grade.

**25 % Final Case Analysis Project.** Throughout the semester, current business policy examples will be discussed by referring to recent articles in various publications such as the Wall Street Journal, USA Today, etc. Students are to analyze a specific current business policy example using a framework provided in the text. The final project is to be approximately 5 – 10 pages in length. It may also include relevant attachments. The final case analysis project is due on the last day of class, Thursday, May 27, 2004.

### Grading

The course grade will be based upon the following:

Exam 1	25 %
Exam 2	25 %
Homework Assignments, Class Participation, Attendance	25 %
Final Case Analysis Project	25 %

The grading scale for the examinations is:

90	-	100	A
80	-	89	B
70	-	79	C
60	-	69	D
0	-	59	F

### **III. REQUIRED TEXTBOOKS, SUPPLEMENTAL BOOKS AND READINGS**

Wheelen, Thomas L. and J. David Hunger, Concepts in Strategic Management and Business Policy, (Ninth Edition), Upper Saddle River, NJ: Pearson Prentice-Hall, Inc., 2004.

Students are expected to come to class prepared to discuss assigned text chapters, including chapter handouts and homework assignments.

#### IV. BIBLIOGRAPHY

Burns, Tom and G. M. Stalker, The Management of Innovation, London: Tavistock Publications, 1961.

Chandler, A. D., Jr., Strategy and Structure, Cambridge, Massachusetts: MIT Press, 1962.

Clutterbuck, David and Stuart Crainer, Makers of Management Men and Women Who Changed the Business World, London: MacMillan London Limited., 1990.

Coch, Lester and John R. French, "Overcoming resistance to change," Human Relations, 1948, pp. 161-183.

Fayol, Henri, General Principles of Management in H.F. Merrill (Ed.), Classics in Management, New York: American Management Association., 1960.

Hodge, B. J. and William P. Anthony, and Lawrence M. Gales, Organization Theory, Upper Saddle River, New Jersey: Prentice-Hall, Inc., 1996.

Katz, Daniel, and Robert L. Kahn, The Social Psychology of Organizations, New York: Wiley, 1966.

Likert, Rensis, New Patterns of Management, New York: McGraw-Hill, 1961.

Maslow, Abraham, H., Motivation and Personality, New York: Harper and Row, 1970.

Perrow, Charles, Organizational Analysis: A Sociological View, Belmont, California: Wadsworth, 1970.

Thompson, James D., Organizations in Action, New York: McGraw-Hill, 1967.

## **Honors College Capstone Course Proposal Questions and Answers**

1. Upon what definition of an honors student is this course description built?

An honors student in the Eberly College of Business and Information Technology is defined as one who possesses an ability to be a self-initiated learner with an interest in an integrative approach to instruction in certain functional areas of business. Once exposed to the fundamentals of each functional area, this student should be able to not only think critically about the business process but also to understand how the functional areas form the business process necessary to the success of any organization.

2. Describe how this course is different from a regular (non-honors) section of this or a similar course. Explain how the differences meet the criteria of being qualitatively different from a normal undergraduate course rather than just covering quantitatively more material?

The capstone class brings together all of the functional knowledge students gain in previous semesters. That theme will exist in the honors section; however, it is expected that honors students will carry out the integration in a form unlike that used with other sections. Activities will consist of more complex writing activities as well as wrapping up the electronic portfolio with an oral presentation.

3. How does this course demonstrate a commitment to the development of critical thinking skills as a primary objective? Give specific examples. Are there ways in which there could be more emphasis in critical thinking? If so, what are the impediments to a greater emphasis on critical thinking in the proposed course?

Further critical thinking skill will be developed in the MGMT 495 Business Policy class, which is the capstone course for the College of Business and Information Technology. In this class honors students will complete their electronic portfolios and will present them orally.

4. Demonstrate how the pedagogy of this course is interactive and student-centered. Explain the ways in which your method of instruction creates a classroom environment, which is truly open to discovery by students. (As opposed to being one in which the professor plans to lead the students—however interactively—to predefined conclusions.)

Using case studies is a particularly effective method of providing a classroom environment open to discovery. Students are free within the confines of what they have learned about the business process to develop their own solutions to the problems or situations presented by the case study.

Also students will be encouraged to identify a particular contemporary business issue for study, rather than instructors merely providing the subject matter. In



discussing contemporary issues, students are expected to critically think about the issue and provide their own analysis of the cause and effect of the issue.

5. Explain how this course reflects high expectations for self-initiated student learning?

The capstone course is, by design, highly integrative. It provides an opportunity for all Eberly students to pull together their knowledge of the business process. In the Honors section, students will be required to act as consultants to create a product or service to solve a real world problem or issue. Students will learn that being self-starters or self-initiated learners is critical to success as consultants.

In what ways does this course provide a foundation, which teaches students HOW to be self-initiated learners rather than just assuming they will be?

It is anticipated that this course will not provide such a foundation. This capstone course should provide students the chance to show that a foundation for self-directed learning was initiated in the freshman course, enhanced and developed in the junior block courses, and culminated in the capstone.

6. Describe how this course meets the criteria of providing an integrative or synthetic approach to knowledge? How could this feature be enhanced? Describe the impediments to a more enhanced synthetic approach.

The focus of the Honors curriculum that culminates in the capstone course is integration. In this course, the only impediment will be students' limitation for pulling together their knowledge of the business process.

7. Give evidence that this course moves at a pace appropriate for honor students while recognizing that, though honors students may be very bright, they do not necessarily come with pre-existing academic SKILLS.

It is planned that the fundamental skills of the courses will be taught to these students just as they are to students in non-honors sections. After those skills are attained, the classes will proceed according to a pace more or less set by the students.

8. How does this course demonstrate concern for students' affective and moral/ethic as well as cognitive growth? Do you have suggestions for strengthening the affective and/or moral/ethical focus? Describe the impediments to strengthening this aspect of the course.

Having students create a product or service to solve real world problems or issues will provide numerous possibilities for discussions addressing the moral/ethical concerns related to that problem or issue. Students may also experience affective

growth as they serve as consultants since resolution often must be reached regarding what is in the best interests of the consultant or of the client.

Using real world experiences in the capstone course is an effort to demonstrate concern for students' affective growth since the academic environment many times fosters a false sense of security in the strength of one's morals/ethics. Placing students in the business world will encourage them to test the development of their own ethics/morals and to recognize areas of concern.

9. How does this course provide opportunities for students to enhance written and oral communication skills?

Assessment tools in all of the courses proposed for the honors sections include the use of both papers and oral presentations.

Is there evidence that the methods of evaluation demonstrate a commitment to interactive pedagogy with at least 33% of the final grade based on projects, presentations, writing, and/or performance?

As stated in the curriculum proposal, evaluation criteria will include "class participation, projects, papers, and presentations."

10. Describe your likely response to a group of students from the proposed honors class coming to you and indicating that this class is not being taught in an appropriate manner for an honors course.

First, one must discover whether it is the subject matter, the class activities, or the instruction itself that the students consider not appropriate. Second, one must address the students' expectations of how an honors business cluster should be taught. One must question them to discover what their pre-conceived notions are. Third, if these are the first business courses they have encountered, they may not understand the objectives of the cluster. Fourth, if their ideas are not ill-conceived or mistaken, they should be encouraged to address their concerns with the instructors, perhaps with an additional person acting as intermediary. All of these measures must be accomplished without interfering with the students' development of critical thinking and communication skills.