

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		05-466	Appr 4/18/06	Appr 5/2/06

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person Dr. Dawn E. Woodland	Email Address woodland@iup.edu
Proposing Department/Unit Eberly College of Business and Information Technology	Phone 7.3003

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

1. Course Proposals (check all that apply)		
<input checked="" type="checkbox"/> New Course	<input type="checkbox"/> Course Prefix Change	<input type="checkbox"/> Course Deletion
<input type="checkbox"/> Course Revision	<input type="checkbox"/> Course Number and/or Title Change	<input type="checkbox"/> Catalog Description Change
HBUS 101 Contemporary Business Issues		
<u>Current</u> Course prefix, number and full title		<u>Proposed</u> course prefix, number and full title, if changing
2. Additional Course Designations: check if appropriate		
<input type="checkbox"/> This course is also proposed as a Liberal Studies Course.	<input type="checkbox"/> Other: (e.g., Women's Studies, Pan-African)	
<input checked="" type="checkbox"/> This course is also proposed as an Honors College Course.		
3. Program Proposals		
<input type="checkbox"/> New Degree Program	<input type="checkbox"/> Program Title Change	<input type="checkbox"/> Program Revision
<input type="checkbox"/> New Minor Program	<input type="checkbox"/> New Track	<input type="checkbox"/> Other
<u>Current</u> program name		<u>Proposed</u> program name, if changing
4. Approvals		Date
Department Curriculum Committee Chair(s)		
Department Chair(s)	<i>See end</i>	
College Curriculum Committee Chair		
College Dean		
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)		
UWUCC Co-Chairs	<i>Gail S. Schuist</i>	4-18-06

Received where applicable
FEB 22 2006
 Liberal Studies

Received
APR 17 2006⁷
 Liberal Studies

Received
MAR 16 2006
 Liberal Studies

Form to Request Approval of an Honors College Course

HCC# _____

Action/Date _____

COVER SHEET: Proposal for Honors College Course

Course Title: Contemporary Business Issues Course Number HBUS 101

Departments(s): Eberly College of Business and Information Technology : Accounting, Finance and Legal Studies, Management, Management Information Systems and Decision Sciences, Marketing, Technology Support and Training

Professor(s): Dawn E. Woodland

Phone and e-mail: 7-3003 woodland@iup.edu

Department(s): _____

Prerequisites: None

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 

Department Chairperson Ibrul Affant Finance & Legal Studies.

Department Chairperson Linda J. Spil Technology Sup + Train

Department Chairperson Louise B. Becky MIS/IS

Department Chairperson Prananto B. W. MANAGEMENT

Department Chairperson [Signature] ACCOUNTING

Department Chairperson [Signature] MARKETING

College Dean [Signature]

Director, Honors College [Signature]

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

Please number all pages. Provide 14 copies to the Honors College Committee

Course Analysis Questionnaire

Section A: Details of the Course

- A1. This course is designed for honors students in the Eberly College of Business and Information Technology and/or the Robert E. Cook Honors College. It has been written to give freshman students an opportunity to know and understand what it is like to study business and then work in the business world.
- A2. No courses or requirements will have to be changed with this course.
- A3. This course has never been offered on a trial basis at IUP.
- A4. This course will not be dual-listed.
- A5. This course is not for variable credit.
- A6. Other higher education institutions offer similar courses; i.e., University of Arkansas.
- A7. The content or skills have not been recommended by any professional society, accrediting authority, law, or other external agency.

Section B: Interdisciplinary Implications

- B1. This course will be taught by instructors from all of the six departments in the Eberly College of Business and Information Technology. The teaching of this course will be rotated among the departments with each department teaching it one semester every six years. Each department chair will be responsible for maintaining the integrity of the course and the syllabus of record.
- B2. Letters of support were not required.
- B3. This course will carry a College of Business-level prefix, i.e., HBUS.
- B4. Seats in this course will not be made available to students in the School of Continuing Education since the course is for honors students only.

HBUS 101 Contemporary Business Issues
Eberly College of Business and Information Technology

3 class hours

0 lab hours

3 credits

I. Catalog Description

An Honors-level course in the Eberly College of Business and Information Technology enables eligible students to participate in advanced study in the freshman year. This course will provide the foundation of the integrative nature of the college's majors by including seminar meetings discussing contemporary business issues with local, regional, and national alumni business leaders, research mentoring with college faculty and businesspeople, opportunities to provide service to the college, university, and the community and the beginning of an electronic portfolio. This course serves as the introduction to the college's Honors program that also includes a sophomore cluster, an honors junior block and an honors senior capstone course.

Prerequisite: Admissions to College of Business Honors Program

II. Course Objectives

Students will be able to: (The course will attempt to enable students to answer the questions)

1. Identify contemporary issues in business. (What are contemporary issues in business?)
2. Identify and discuss career options in business and the educational and personal requirements for each. (What are my career options? What are the educational and personal requirements for each?)
3. Distinguish between various business majors and explain how they are integrated. (How do I distinguish between various business majors? How are the majors integrated?)
4. Recognize what it means to interact professionally with business leaders. (What does it mean to interact professionally with business leaders?)
5. Comprehend quality research practices. (How do I recognize quality research practices?)
6. Identify the value of conducting research on current topics in business. (What value does conducting research activities on current topics have for me?)
7. Apply personal development skills, including time management and academic planning. (How do I apply personal development skills, including time management and academic planning?)
8. Recognize the service opportunities available in the Eberly College of Business and Information Technology. (What service opportunities are available in the Eberly College?)

9. Identify the elements of an electronic portfolio. (What are the elements of an electronic portfolio?)
10. Identify and relate current materials to an electronic portfolio. (What materials do I have at this point to put in an electronic portfolio?)

III. Course Outline

- | | | |
|----|---|----------|
| A. | Conversations with Leaders (Objectives 1, 2, 3, 4) | 15 hours |
| | 1. Identify, research, and discuss contemporary business issues | |
| | 2. Interact professionally and discuss a contemporary business issue with local, regional, and national ECOBIT alumni | |
| | 3. Identify career expectations with educational and personal requirements for each | |
| | 4. Introduce and discuss college majors and business functions and their integration | |
| B. | Electronic Portfolio (Objectives 9, 10) | 5 hours |
| | 1. Recognize elements of quality e-portfolio | |
| | 2. Review standards of learned societies and accrediting bodies | |
| | 3. Review examples | |
| C. | Mentoring (Objectives 5, 6, 9, 10) | 14 hours |
| | 1. Identify quality research practices | |
| | 2. Conduct appropriate research activity with mentor | |
| | 3. Create materials for electronic portfolio | |
| D. | Service (Objectives 7, 8, 9, 10) | 8 hours |
| | 1. Engage in service activity connected to Eberly | |
| | 2. Create materials for electronic portfolio | |
| | Final Activity | 2 hours |

IV. Evaluation Methods

- 10% Class participation: engage in at least two discussions of contemporary business issue with local, regional and national alumni leaders.
- 10% At least two summary papers of leader discussions
- 20% Mentoring experience
- 20% Electronic portfolio
- 15% Paper on career possibilities
- 15% Service activity participation
- 10% Final activity

V. Attendance Policy

The University expects all students to attend class. The attendance policy recognizes that students may need to miss class because of illness or personal emergency. Therefore, three excused absences will be permitted.

VI. Texts

No textbooks are required; however, the instructor may require student packets to be purchased. Copies of printed materials dealing with the semester's contemporary business issue also may be required.

VII. Bibliography

- Ahn, J. (2004). Electronic portfolios: Blending technology, accountability & assessment. *T.H.E. Journal*, 31(9), 12 -14.
- Angelidis, J. (2004). Service-learning projects enhance student learning in strategic management courses. *Review of Business*, 25(2), 32-36.
- Ash, L. E. (2001). *Electronic Student Portfolios*. Arlington Height, IL: Skylight Professional Development.
- Bolles, R. N. (2005). *What color is your parachute? 2005: A practical manual for job-hunters and career-changers*. Berkeley, CA: Ten Speed Press.
- Callison, D. (2004). Service-learning. *School Library Media Activities Monthly*, 20(8), 39-43.
- Covey, S. R. (1990). *The seven habits of highly effective people*. New York: Fireside Book.
- Doyle, M. K. (2000). *Mentoring heroes: 52 fabulous women's paths to success and the mentors who empowered them*. Batavia, IL: 3E Press.
- Dubinsky, J. (2003). Creating new views on learning: ePortfolios. *Business Communication Quarterly*, 66(4), 96-101.
- Eikleberry, C., & Bolles, R. N. (1999). *The career guide for creative and unconventional people*. Berkeley, CA: Ten Speed Press.
- Galley, M. (2003). Md. Service learning: Classroom link weak? *Education Week*, 23(7), 6.

- Heath, M. (2002). Electronic portfolios for reflective self-assessment. *Teacher Librarian*, 30(1), 19-23.
- Jansen, J. (2003). *I don't know what I want, but I know it's not this: A step-by-step guide to finding gratifying work*. New York: Penguin Books.
- MacDonald, L., Liu, P., Lowell, K., Tsai, H., & Lohr, L. (2004). Graduate student perspectives on the development of electronic portfolios. *TechTrends: Linking Research & Practice to Improve Learning*, 48(3), 52-55.
- Madsen, S. R. (2004, July). Academic service learning in human resource management education. *Journal of Education for Business*.
- Marks, H. M., & Jones, S. R. (2004). Community service in the transition. *Journal of Higher Education*, 75(3), 307-339.
- Maxwell, J. C. (2003). *Thinking for a change: 11 ways highly successful people approach life and work*. New York: Warner Books, Inc.
- Shea, G. F. (1999). *Making the most of being mentored: How to grow from a mentoring partnership (Fifty-minute series.)*. United States of America: Crisp Publications, Inc.
- Sher, B. (1994). *I could do anything if I only knew what it was: How to discover what you really want and how to get it*. New York: Dell Publishing.
- Strage, A. (2004, June). Long-term academic benefits of service-learning: When and where do they manifest themselves? *College Student Journal*.
- Young, J. (2002). 'E-Portfolios' could give students a new sense of their accomplishments. *Chronicle of Higher Education*, 48(26), A31-A32.