Arkansas Tech University
REQUEST FOR COURSE ADDITION

TO: Curriculum Committee or Graduate Council (as appropriate)
FROM: Electrical Engineering
DATE SUBMITTED: 08/28/12

REQUEST FOR COURSE ADDITION

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<th>Title</th>
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<td>Department Head</td>
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<td>Vice President for Academic Affairs</td>
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Course Subject: ELEG
Cross-listed with Subject:

Official Title (Limited to 30 characters including spaces):

Special Topics in Engineering
Mode of Instruction: (check appropriate box)
✓ 01_Lecture/ □ 02_Lecture/Laboratory/ □ 03_Laboratory only/□ 05_Practice Teaching/
□ 06_Internship/Practicum/□ 08_Independent Study/ □ 10_Special Topics/ □ 12_Individual Lessons/
□ 13_Applied Instruction/ □ 16_Studio Course/ □ 17_Dissertation Research/ □ 18_Activity Course/
□ 98_Other

Effective Term: ✓ Spring □ Summer I
If course is required by major/minor, how frequently will course be offered?

Is this course repeatable for additional earned hours? NO How many times? N/A

Does this course require a fee? NO How much? N/A Type of fee? N/A

RECEIVED 7-23-12
Elective    □ Major    □ Minor

If major or minor course, you must complete the Request for Program Change form.

Prerequisites: NONE    Co-requisites: NONE

Grading    √ Standard Letter    □ P/F    □ Other (If other, please specify below)

For the proposed course, attach a syllabus that includes:
  a. Course subject, number and title
  b. Course description as to appear in catalog
  c. Course goals and/or objectives
  d. Course outline
  e. Methods of student performance assessment and evaluation
  f. Course bibliography, reading list, and/or listing of other instructional media

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify.

None in addition to existing graduate courses which utilize journal articles from online and interlibrary loan sources.

Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify.

In general, No. It is anticipated that existing classroom and computer hardware installations utilized by existing graduate course would be sufficient for this new course. Depending on the course topic, an additional software application(s) may be required. If so, that will be addressed on a case by case basis.

How does this proposal support the University Mission or University Strategic Planning Goals?

The University Mission is “Arkansas Tech University, a state-supported institution of higher education, is dedicated to nurturing scholastic development, integrity, and professionalism. The University offers a wide range of traditional and innovative programs which provide a solid educational foundation for life-long learning to a diverse community of learners.” This course will offer our graduate students information on current state of the art topics in engineering.

The Strategic Planning Goal One is stated to be, “Enhance the creation and delivery of first quality education services”. As part of this goal the committee specifically mentioned the development and implementation of a Master of Engineering degree. This new program still needs further development, including the addition of this course, to be commensurate and competitive with similar programs in the state and across the country.
Please provide a rationale for the need for this new course including the evidence derived from your program assessment. Assessment evidence may come from direct and indirect measures of student learning as well as analysis of the current state of the discipline.

The Masters in Engineering program at ATU is in the initial stages of development, and as such, we continue to monitor similar, but more advanced programs at comparable institutions, including Arkansas State University, University of Arkansas - Fayetteville, and University of Arkansas – Little Rock. Faculty in these programs have found a special problems course like the one we propose has furthered student learning by familiarizing students with the latest trends, techniques, and technologies in the field. While we always want our core classes to strengthen student learning in these areas, the nature of these classes can preclude teaching the latest developments. An additional benefit of this course is that it will provide critical assessment data so that we can improve our core classes. Should students (and eventually, alumni) directly benefit from a topic taught in this course, we expect to add that component to a core course.

<table>
<thead>
<tr>
<th>How will the effect of the change be monitored in ongoing program assessment?</th>
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<tr>
<td>Through the comprehensive final examination of graduate work, the faculty end of course rubric and student end of course rubric. Alumni surveys and an advisory council will provide additional information.</td>
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<thead>
<tr>
<th>If this course will affect other departments, a Departmental Support Form for each affected department must be attached.</th>
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<tbody>
<tr>
<td>The addition of this course will not affect other departments.</td>
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**RECEIVED**

8-28-12
Arkansas Tech University
PROPOSAL FOR NEW PROGRAM

TO: Graduate Council
FROM: College of Business
DATE SUBMITTED: August 29, 2012
REQUEST FOR NEW PROGRAM Addition of Major

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<td>Department Head</td>
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<td>Stephen Jones</td>
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<td>John Watson</td>
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Program Title: MSBA - Master of Science in Business Administration

CIP Code: 52.0201

Contact Person: Dr. Stephen Jones
Arkansas Tech University
Rothwell Hall #432
106 West “O” Street
sjones@atu.edu
479-968-0673

Proposed Date: August 15, 2013

Program Summary: (Include general description of program with overview of any curriculum additions or modifications, proposed cost, faculty resources, library resources, facilities and equipment, purpose, and any other important information)

Program Description:
The MSBA program provides a graduate business alternative for students whose undergraduate preparation was a field outside of business administration. Students who wish to develop administrative skills for their chosen career but who are not interested in completing a Master of Business Administration degree can opt for this program. These students would be required, for an MBA, to complete six of this program’s courses as leveling work prior to matriculation.
of the actual MBA coursework. These six courses replicate much of what is taught in the undergraduate business core, and the addition of three administrative electives and a graduate capstone course provide a basic graduate education in the field of business.

**Curriculum Additions:**
ACCT 6003 - Principles of Business Accounting
BLAW 6003 - Business Law & Ethics
BUAD 6003: Independent Study
ECON 6003 - Survey of Economics
FIN 6003 - Financial Decision Making
MGMT 6003 - Survey of Management and Organizational Behavior
MKT 6003 - Marketing Strategy and Research
5000-level cross-listing of senior-level (4000) electives

**Additional Faculty Resources needed:**
one new faculty at $80,000 plus benefits

**Additional library or instructional facilities needed:**
NONE

List existing degree programs that support the proposed program:
BSBA – Management and Marketing
BSBA – Accounting
BSBA - Business Data Analytics
BSBA – Economics
BS – Business Education

Need for the Program: (Survey data on student interest in the program (numbers not percentages), job availability, corporate demands, and employment/wage projections). Focus mostly on state needs.
As an attachment, include letters of support from organizations and businesses that can speak to number of job vacancies, whether the degree will provide opportunities for job advancement, increase in wages based on additional education, etc.)

## Career Field

<table>
<thead>
<tr>
<th>Career Field</th>
<th>2010 Median Salary</th>
<th>2010/2020 Job Outlook</th>
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<tbody>
<tr>
<td>Architectural &amp; Engineering Managers</td>
<td>$119,260</td>
<td>9%</td>
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<tr>
<td>Lodging Managers</td>
<td>$46,880</td>
<td>8%</td>
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<tr>
<td>Medical &amp; Health Services Managers</td>
<td>$84,270</td>
<td>22%</td>
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<tr>
<td>Natural Sciences Managers</td>
<td>$116,020</td>
<td>8%</td>
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<tr>
<td>Social &amp; Community Service Managers</td>
<td>$57,950</td>
<td>27%</td>
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## Curriculum Outline by Semester

### 1st Semester (Fall term) – 9 hours
- ACCT 6003: Principles of Business Accounting
- ECON 6003: Survey of Economics
- MGMT 6003: Survey of Management and Organizational Behavior

### 2nd Semester (Spring term) – 12 hours
- BLAW 6003: Business Law & Ethics
- FIN 6003: Financial Decision Making
- MKT 6003: Marketing Strategy and Research

Graduate Business Elective (3 hours)

### Third Semester (Fall term) – 9 hours
- MGMT 5203: Project Management
- MGMT 5083: Business Policy

Graduate Business Elective (3 hours)

### Total number of Semester Hours

Required for Graduation: 30 credit hours

Courses currently offered via distance technology: N/A
List New Courses (Please attach New Course Proposals):

- Principles of Business Accounting (previously submitted)
- Business Law & Ethics (previously submitted)
- Survey of Economics (previously submitted)
- Financial Decision Making (previously submitted)
- Survey of Management and Organizational Behavior (previously submitted)
- Marketing Strategy and Research (previously submitted)
- Business Policy
- Independent Study
- Special Topics in Law
- Small Business Management
- Leadership: Ideas and Images in Art, Film, History, and Literature
- Sport and Event Marketing
- International Marketing
- Marketing Management

New course proposals are attached in Appendix A

Identify General Education Courses, Core Courses, and Major Courses:
N/A

Program Admission Requirements:

- Hold a bachelor’s degree from an accredited college verified by an official transcript.
- Have a cumulative grade point average of 2.5 or a 3.00 on the last 30 hours of undergraduate work or hold a graduate degree from a regionally accredited institution.
- BUAD 2003 (Business Information Systems) or its equivalent
- BUAD 2053 (Business Statistics) or its equivalent

How does this proposal support the University Mission or University Strategic Planning Goals? Attach a detailed assessment plan including specific learning objectives and means to assess each objective.

The proposed new Master of Science in Business Administration (MSBA) program would be the only such graduate program in the state and is consistent with the university mission to nurture professionalism with innovative programs.

Assessment Plan is attached in Appendix B

List the names and credentials of all faculty teaching courses in the proposed program.
Dr. Michael Benefield (Ph.D. Finance)
Dr. Pamela Carr (Ph.D. Accounting)
Dr. Tracy Cole (J.D. Law)
Dr. Marc Fusaro (Ph.D. Economics)
Dr. Debra Hunter (DBA Accounting)
List New Courses (Please attach New Course Proposals):
- Principles of Business Accounting (previously submitted)
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- Financial Decision Making (previously submitted)
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- Marketing Strategy and Research (previously submitted)
- Business Policy
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Dr. Marc Fusaro (Ph.D. Economics)
Dr. Debra Hunter (DBA Accounting)
Dr. Stephen Jones (Ph.D. Management)
Dr. Kevin Mason (Ph.D. Marketing)
Dr. David Roach (Ph.D. Management)
Dr. Kim Troboy (Ph.D. Management Information Systems)
Dr. Jim Walton (Ph.D. Marketing)

Total number of faculty required (existing and new)
For new faculty members include expected credentials/experience and hire date
Eleven faculty needed (includes one new position in Marketing). Credentials required for the new position include a Ph.D. in Marketing. Desired Hire date August 2013.

For proposed graduate programs attach curricula vitae for the faculty teaching the program
Curricula vitae attached in Appendix C.

Description of Resources
Current Library and instructional facilities
No additional library or instructional facilities needed

New Resources Required (include costs and acquisition plan):
one new faculty: $80,000 plus benefits
one graduate program coordinator: $4,200
four graduate assistantships ($4800 stipend, $3870 tuition waiver each): $34,680
additional research resources: $5,000

New Program Costs (Expenditures for first three years of program operation)
Include:
   New administrative costs- **one program coordinator at $4,200**
   New faculty – **one new faculty at $80,000 plus benefits**
   New library resources and costs - **none**
   New/renovated facilities and costs - **none**
   New instructional equipment and costs - **none**
   Distance delivery costs- **none**
   Other new costs- **four graduate assistantships at $34,680**
   additional research resources at $5,000
Learning Objective: Comparable Knowledge of Business

Students will demonstrate business area knowledge comparable to students earning an undergraduate degree in a business field.

Learning Objective Type: Learning Objective
Start Date: 09/07/2012

Related Course Outcomes

* ACCT6003 - PRINCIPLES OF BUSINESS ACCOUNTING: Basic Knowledge - Students will define accounting, the users of financial information, and identify the three basic forms of business organization.
* ACCT6003 - PRINCIPLES OF BUSINESS ACCOUNTING: Basic Accounting Model - Students will describe the basic accounting model, how transactions are recorded, how the accounts are adjusted, and three of the financial statements that are prepared.
* ACCT6003 - PRINCIPLES OF BUSINESS ACCOUNTING: Merchandising Concern - Students will describe how to account for a merchandising concern, the differences between periodic and perpetual inventory systems, and basic financial statement analysis techniques.
* ACCT6003 - PRINCIPLES OF BUSINESS ACCOUNTING: Basic Accounting Terms and Current Liabilities - Students will define cash, accounts receivable, inventories, and long-term assets and how to account for them. Define current liabilities and how they are measured and recorded.
* ACCT6003 - PRINCIPLES OF BUSINESS ACCOUNTING: Partnership Form of Business - Students will describe the partnership form of business, and how to account for its formation, operations, dissolution, and liquidation.
* ACCT6003 - PRINCIPLES OF BUSINESS ACCOUNTING: Corporate Form of Business and Account - Students will describe the corporate form of business and account for the issuance of stocks and bonds, dividends, and retained earnings of the business.
* ACCT6003 - PRINCIPLES OF BUSINESS ACCOUNTING: Investments and International Operations - Students will describe accounting for investments and international operations.
* ACCT6003 - PRINCIPLES OF BUSINESS ACCOUNTING: Statement of Cash Flows - Students will describe and prepare a statement of cash flows.
* ACCT6003 - PRINCIPLES OF BUSINESS ACCOUNTING: Financial Statements of a Business - Students will analyze financial statements of a business via ratio analysis.
* ACCT6003 - PRINCIPLES OF BUSINESS ACCOUNTING: Financial and Managerial Accounting - Students will explain the differences between financial and managerial accounting.
* ACCT6003 - PRINCIPLES OF BUSINESS ACCOUNTING: Fixed and Variable Costs, Breakeven Points, Costing Systems, and Budgeting Process - Students will describe fixed and variable costs, analyze breakeven points, understand costing systems, and understand the budgeting process.
* ACCT6003 - PRINCIPLES OF BUSINESS ACCOUNTING: Variances from Standard Cost - Students will calculate and account for variances from standard cost.
* ACCT6003 - PRINCIPLES OF BUSINESS ACCOUNTING: Relevant Cost for Decisions - Students will describe relevant cost for decisions such as make/buy, drop/retain, and special order accept/decline.
* BLAW5073 - SPECIAL TOPICS IN LAW: Topics in Business Law - Students will describe more in-depth about specialized topics in business.
* BLAW6003 - SURVEY OF BUSINESS LAW AND ETHICS: The Basic Principles of Law Affecting Business - Students will describe the basic principles of law affecting business, including Constitutional law, contract law, tort law, employment law, and white-collar crime.
* BUAD6003 - INDEPENDENT STUDY: Profession and Administrative Concepts - Students will develop the professional and/or theoretical understanding of his/her profession and its administrative concepts.
* BUAD6003 - INDEPENDENT STUDY: Administration in The Student's Chosen Career - Students will explore the issues involved with administration in the student's chosen career.
* ECON6003 - SURVEY OF ECONOMICS: Market System Functions - Students will gain historical, theoretical, and practical knowledge about how a market system functions.
* ECON6003 - SURVEY OF ECONOMICS: Market System Problems and Policy Issues - Students will demonstrate an understanding of a market system by applying knowledge to selected problems and policy issues.
* ECON6003 - SURVEY OF ECONOMICS: Economic Issues in a Global Context - Students will evaluate economic issues in a global context.
* ECON6003 - SURVEY OF ECONOMICS: Basic Economic Concept of Scarcity - Students will describe the basic economic concept of scarcity and its relationship to resource allocation and the market economy.
* ECON6003 - SURVEY OF ECONOMICS: Four Categories of Product Markets - Students will identify the four categories of product markets and...
understand
the implications of each market type

- ECON6003 - SURVEY OF ECONOMICS: Competitive Conditions in Resource Markets - Students will demonstrate resource market types and the implications for competitive conditions in resource markets
- ECON6003 - SURVEY OF ECONOMICS: Economic Efficiency - Students will define and identify economic efficiency
- FIN6003 - FINALCIAL DECISION MAKING: Financial System Functions - Students will describe historical, theoretical, and practical knowledge about how a financial system functions.

- FIN6003 - FINALCIAL DECISION MAKING: Thinking and Problem Solving Skills - Students will improve thinking and problem solving skills.
- FIN6003 - FINALCIAL DECISION MAKING: Economy and The Financial Markets - Students will describe the complex interaction between the economy and the financial markets
- MGMT5053 - SMALL BUSINESS MANAGEMENT: Venture Opportunity Recognition Fundamentals - Students will develop understanding of venture opportunity recognition fundamentals.
- MGMT5053 - SMALL BUSINESS MANAGEMENT: Abilities to Identify Market Opportunities - Students will develop abilities to identify market opportunities based upon recognizing unmet customer needs.
- MGMT5053 - SMALL BUSINESS MANAGEMENT: Evaluation Methods - Students will develop the understanding of evaluation methods for analyzing marketable products and services.
- MGMT5053 - BUSINESS POLICY: Top Management Methods - Students will develop an understanding of top management methods for formulating, implementing and controlling organizational strategies under conditions of uncertainty.
- MGMT5053 - BUSINESS POLICY: Concept of Strategy - Students will understand the concept of strategy, how to identify a company's strategy, and the tight connection between a company's strategy and its quest for sustainable competitive advantage.
- MGMT5053 - BUSINESS POLICY: Role and Responsibility - Students will learn the role and responsibility of a company's board of directors in overseeing the strategy-making, strategy-executing process.
- MGMT5053 - BUSINESS POLICY: The Basic Concepts and Analytical Tools - Students will gain command of the basic concepts and analytical tools widely used to diagnose a company's industry and competitive conditions.
- MGMT5053 - BUSINESS POLICY: Four Analytical Tools - Students will gain proficiency in using four analytical tools to evaluate a firm's ability to compete successfully: SWOT analysis, value chain analysis, benchmarking, and competitive strength assessment.
- MGMT5053 - BUSINESS POLICY: Strategic Alliances and Collaborative Partnerships - Students will gain an understanding of how strategic alliances and collaborative partnerships can bolster a company's competitive capabilities and resource strengths.
- MGMT5053 - BUSINESS POLICY: Corporate Social Responsibility, Corporate Citizenship, and Environmental Sustainability - Students will gain a strong understanding of the concepts of corporate social responsibility, corporate citizenship, and environmental sustainability.
- MGMT5053 - BUSINESS POLICY: The Importance of Global Considerations and Decision Making - Students will increase their own understanding of the importance of global considerations in top management decision making.
- MGMT6003 - SURVEY OF MANAGEMENT AND ORGANIZATIONAL BEHAVIOR: Fundamental Concepts and Principles of Management - Students will describe fundamental concepts and principles of management, including the basic roles, skills, and functions of management
- MGMT6003 - SURVEY OF MANAGEMENT AND ORGANIZATIONAL BEHAVIOR: Historical Development, Theoretical Aspects and Practice Application of Managerial Process - Students will be knowledgeable of historical development, theoretical aspects and practice application of managerial process.
- MKT5053 - SPORT AND EVENT MARKETING: Relationship of Marketing in the Sports and Event Industry - Students will develop an understanding of the relationship of marketing to other organizational functions in the sports and event industry.
- MKT5053 - SPORT AND EVENT MARKETING: Customer Needs and Decision Making - Students will describe the importance of customer needs and wants as the foundation for marketing decision-making for the organization
- MKT5053 - SPORT AND EVENT MARKETING: Strategic Sports Marketing Decisions - Students will describe strategic sports marketing decisions appropriate to various situations
- MKT5053 - SPORT AND EVENT MARKETING: Perspectives - Students will understand the perspectives of participants and spectators as sports consumers
- MKT5053 - SPORT AND EVENT MARKETING: Evaluation of the Impact of Sports and Event Marketing - Students will evaluate the impact of sports and event marketing on the marketing industry
- MKT5093 - INTERNATIONAL MARKETING: Role of Marketing in World Markets and Theoretical Justification - Students will examine the role of marketing in world markets and review its theoretical justification
- MKT5093 - INTERNATIONAL MARKETING: Business in the International Context - Students will describe an overview of business in the international context (structure, problems and opportunities, causes and results of performance, etc.)
- MKT5093 - INTERNATIONAL MARKETING: Marketing Theory and Management - Students will describe marketing theory and management in light of vastly different political, cultural, legal, and economic environments abroad
- MKT5093 - INTERNATIONAL MARKETING: US Business Needs to Problems and Opportunities in Foreign Markets - Students will describe the relation between US business needs to problems and opportunities in foreign markets
- MKT5093 - INTERNATIONAL MARKETING: Managements of Global Companies and Opportunities - Students will describe how to compete in international markets and the need for global team organizational structures designed to manage global companies and opportunities
- MKT5143 - MARKETING MANAGEMENT: Unique Role of Marketing - Students will describe marketing's unique role in contributing to an organization's competitive advantage in the marketplace.
* MKT5143 - MARKETING MANAGEMENT: Relationship of Marketing to Other Organizational Functions - Students will develop an understanding of the relationship of marketing to other organizational functions.
* MKT5143 - MARKETING MANAGEMENT: Changes on a Company's Strategies, Objectives, and Tactics. - Students will evaluate the importance of changes on a company's strategies, objectives, and tactics.
* MKT6003 - MARKETING STRATEGY AND RESEARCH: Marketing's Unique Role - Students will recognize marketing's unique role in contributing to an organization's competitive advantage in the marketplace
* MKT6003 - MARKETING STRATEGY AND RESEARCH: Relationship of Marketing to Other Organizational Functions - Students will develop an understanding of the relationship of marketing to other organizational functions
* MKT6003 - MARKETING STRATEGY AND RESEARCH: Importance of Changes - Students will evaluate the importance of changes on the technological, social and economic environments on an organization's marketing activities
* MKT6003 - MARKETING STRATEGY AND RESEARCH: Importance of Customer Needs and Wants - Students will describe the importance of customer needs and wants as the foundation for marketing decision-making
* MKT6003 - MARKETING STRATEGY AND RESEARCH: The Firm's Market Strategy - Students will be able to segment markets, identify attractive targets and focus the firm's marketing mix toward those targets when crafting the firm's market strategy

**Learning Objective: Written Communication Skills**

Students will demonstrate written communication skills necessary in a business context.

**Learning Objective Type:** Learning Objective  
**Start Date:** 09/07/2012

**Related Course Outcomes**

* BUAD6003 - INDEPENDENT STUDY: Research and Communication Skills - Students will demonstrate the research and communication skills through written and oral means
* MGMT6003 - SURVEY OF MANAGEMENT AND ORGANIZATIONAL BEHAVIOR: Interactions - Students will describe interactions between the environment, technology, human resources, and organizations in order to achieve high performance
* MKT5093 - INTERNATIONAL MARKETING: International Communication Strategies - Students will describe the legal constraints, linguistic and media limitations, and cultural diversity in the creation of international communication strategies, and become sensitive to the communication, adaptation and diffusion of innovations in different cultures

**Learning Objective: Application of Technology**

Students will be able to effectively apply technology as a problem solving tool in management and marketing contexts.

**Learning Objective Type:** Learning Objective  
**Start Date:** 09/07/2012

**Related Course Outcomes**

* BLAW6003 - SURVEY OF BUSINESS LAW AND ETHICS: Analytical Problem Solving - Students will exhibit analytical problem solving
* ECON6003 - SURVEY OF ECONOMICS: Thinking Skills - Students will improve thinking skills.
* MGMT5053 - SMALL BUSINESS MANAGEMENT: Evaluation Methods - Students will develop the understanding of evaluation methods for analyzing marketable products and services.
* MGMT5083 - BUSINESS POLICY: The Basic Concepts and Analytical Tools - Students will gain command of the basic concepts and analytical tools widely used to diagnose a company's industry and competitive conditions.
* MGMT5083 - BUSINESS POLICY: Four Analytical Tools - Students will gain proficiency in using four analytical tools to evaluate a firm's ability to compete successfully: SWOT analysis, value chain analysis, benchmarking, and competitive strength assessment.

**Learning Objective: Ethics**

Students will be able to identify and evaluate ethical issues related to management and marketing problems.

**Learning Objective Type:** Learning Objective  
**Start Date:** 09/07/2012 

**Related Course Outcomes**

* BLAW6003 - SURVEY OF BUSINESS LAW AND ETHICS: Ethical and Public Policy Issues - Students will demonstrate a deeper understanding of the ethical and public policy issues relevant to these areas of the law
* BLAW6003 - SURVEY OF BUSINESS LAW AND ETHICS: Decisions Cognizant of Risks - Students will make ethically based decisions cognizant of risks
* BLAW6003 - SURVEY OF BUSINESS LAW AND ETHICS: Ethical Decisions and Designing Organization - Students will make more ethical decisions and designing
organizations that act more ethically

- ECON6003 - SURVEY OF ECONOMICS: Market System Problems and Policy Issues - Students will demonstrate an understanding of a market system by applying knowledge to selected problems and policy issues.
- MGMT5083 - BUSINESS POLICY: Role and Responsibility - Students will learn the role and responsibility of a company's board of directors in overseeing the strategy-making, strategy-executing process.
- MGMT5083 - BUSINESS POLICY: Ethical Standards - Students will understand where ethical standards come from and to critically consider whether and why businesses and their personnel should be ethically accountable for their behavior.
- MGMT5083 - BUSINESS POLICY: Corporate Social Responsibility, Corporate Citizenship, and Environmental Sustainability - Students will gain a strong understanding of the concepts of corporate social responsibility, corporate citizenship, and environmental sustainability.
- MGMT5083 - BUSINESS POLICY: Ability of Student - Students will improve their own abilities, working individually and as members of a team, to engage effectively in critical thinking and problem solving.
- MGMT5083 - BUSINESS POLICY: The Importance of Global Considerations and Decision Making - Students will increase their own understanding of the importance of global considerations in top management decision making.
- MGMT5083 - BUSINESS POLICY: Ethical Decision Making and Socially Responsible Behavior - Students will increase their own understanding of the importance of ethical decision making and socially responsible behavior by top managers.
- MGMT5223 - LEADERSHIP: IDEAS AND IMAGES IN ART, FILM, HISTORY, AND LITERATURE: Related Topics with Leadership - Students will develop the knowledge and appreciation for the role of each the following as they relate to leadership: integrity, values, morality and ethics, imagination, persistence, development and communication of vision, and personal consequences.
- MGMT6003 - SURVEY OF MANAGEMENT AND ORGANIZATIONAL BEHAVIOR: Work with Team - Students will work effectively within a small group team environment, to give and receive feedback, and to resolve conflicts.
- MGMT6003 - SURVEY OF MANAGEMENT AND ORGANIZATIONAL BEHAVIOR: Ethical Dilemmas - Students will describe the ethical dilemmas faced by managers and the social responsibilities of businesses.
- MKT5053 - SPORT AND EVENT MARKETING: Ethical Standards - Students will understand where ethical standards come from and to critically consider whether and why businesses and their personnel should be ethically accountable for their behavior.
- MKT5143 - MARKETING MANAGEMENT: The Ethical, Cultural, Social and Global Impact - Students will describe the ethical, cultural, social and global impact of an organization's marketing activities.
- MKT5143 - MARKETING MANAGEMENT: Analysis of the Important Facets of a Case - Students will analyze the important facets of a case, develop a series of options to solve the issues, and choose one and back it up logically.
- MKT6003 - MARKETING STRATEGY AND RESEARCH: Ethical, Cultural, Social and Global Impact - Students will understand the ethical, cultural, social and global impact of an organization's marketing activities.
APPENDIX A:
NEW COURSE PROPOSALS
Arkansas Tech University
REQUEST FOR COURSE ADDITION

TO: Graduate Council
FROM: College of Business
DATE SUBMITTED: August 31, 2012

REQUEST FOR COURSE ADDITION

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<tr>
<th>Title</th>
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<tbody>
<tr>
<td>Department Head</td>
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<table>
<thead>
<tr>
<th>Course Subject: MGMT</th>
<th>Course Number: 5083</th>
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<tbody>
<tr>
<td>Cross-listed with Subject: MGMT</td>
<td>Course Number: 4083</td>
</tr>
<tr>
<td>Official Title (Limited to 30 characters including spaces): Business Policy</td>
<td></td>
</tr>
<tr>
<td>Mode of Instruction: (check appropriate box)</td>
<td>(exists in current catalog)</td>
</tr>
<tr>
<td>☑ 01_Lecture/ ☐02_Lecture/Laboratory/ ☐03_Laboratory only/ ☐05_Practice Teaching/ ☐06_Internship/Practicum/ ☐08_Independent Study/ ☐10_Special Topics/ ☐12_Individual Lessons/ ☐13_Applied Instruction/ ☐16_Studio Course/ ☐17_Dissertation Research/ ☐18_Activity Course/ ☐98_Other</td>
<td></td>
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<tr>
<td>Effective Term: ☐ Spring ☐ Summer I</td>
<td>If course is required by major/minor, how frequently will course be offered? Once per semester</td>
</tr>
<tr>
<td>Fall 2013</td>
<td>Is this course repeatable for additional earned hours? Y / N How many times? NO</td>
</tr>
<tr>
<td>Does this course require a fee?</td>
<td>How much? Type of fee? NO</td>
</tr>
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</table>
☐ Elective  ☒ Major  ☐ Minor

If major or minor course, you must complete the Request for Program Change form.

<table>
<thead>
<tr>
<th>Prerequisites:</th>
<th>Co-requisites:</th>
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<tbody>
<tr>
<td>21 hours must be completed toward the program requirements.</td>
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</tbody>
</table>

Course Description (as you want it to appear in the catalog):

As the capstone course in the MSBA, this course examines the application of strategic management processes, including top management's role in situational analysis, strategy selection, strategy implementation, and strategic control, under conditions of uncertainty. There is a required research project.

Grading  ☒ Standard Letter  ☐ P/F  ☐ Other (If other, please specify below)

For the proposed course, attach a syllabus that includes:

- a. Course subject, number and title
- b. Course description as to appear in catalog
- c. Course goals and/or objectives
- d. Course outline
- e. Methods of student performance assessment and evaluation
- f. Course bibliography, reading list, and/or listing of other instructional media

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify.

NO

Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify.

NO

How does this proposal support the University Mission or University Strategic Planning Goals?

The addition of this course will expand the graduate course offerings at Tech, especially for use in multidisciplinary administrative programs. It also contributes to a broader educational spectrum in the graduate field at Tech in a popular educational field. As an AACSB-accredited program, Tech's College of Business wants to contribute to enhancing the university's public image by providing a first quality set of courses which will lead to greater opportunities for our students.

Please provide a rationale for the need for this new course including the evidence derived from your program assessment. Assessment evidence may come from direct and indirect measures of student learning as well as analysis of the current state of the discipline.

This course assists students with a non-Business undergraduate degree wishing to enter an AACSB MBA program. It serves as a leveling course for those entering this type of program who have not had a business major or minor in their undergraduate program. It also helps to fill a void in administrative education at Tech in the graduate area and helps to provide a course for interdisciplinary graduate programs.

How will the effect of the change be monitored in ongoing program assessment?

We will use our current assessment efforts to monitor student progress in this course.

If this course will affect other departments, a Departmental Support Form for each affected department must be attached.

N/A
<table>
<thead>
<tr>
<th>Course Description</th>
<th>Course Goals &amp; Objectives</th>
</tr>
</thead>
</table>
| As the capstone course in the MSBA, this course examines the application of strategic management processes, including top management's role in situational analysis, strategy selection, strategy implementation, and strategic control, under conditions of uncertainty. There is a required research project. | - To develop an understanding of top management methods for formulating, implementing and controlling organizational strategies under conditions of uncertainty.  
- To understand the concept of "strategy," how to identify a company’s strategy, and the tight connection between a company’s strategy and its quest for sustainable competitive advantage.  
- To learn the role and responsibility of a company’s board of directors in overseeing the strategy-making, strategy-executing process.  
- To gain command of the basic concepts and analytical tools widely used to diagnose a company’s industry and competitive conditions.  
- To gain proficiency in using four analytical tools to evaluate a firm’s ability to compete successfully: SWOT analysis, value chain analysis, benchmarking, and competitive strength assessment.  
- To gain an understanding of how strategic alliances and collaborative partnerships can bolster a company’s competitive capabilities and resource strengths.  
- To understand where ethical standards come from and to critically consider whether and why businesses and their personnel should be ethically accountable for their behavior.  
- To gain a strong understanding of the concepts of corporate social responsibility, corporate citizenship, and environmental sustainability.  
- To improve the students’ abilities, working individually and as members of a team, to engage effectively in critical thinking and problem solving.  
- To increase the students’ understanding of the importance of global considerations in top management decision making.  
- To increase the students’ understanding of the importance of ethical decision making and socially responsible behavior by top managers. |

<table>
<thead>
<tr>
<th>Course Outline</th>
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| 1. What Is Strategy and Why Is It Important?  
2. Charting a Company’s Long-Term Direction: Vision, Mission, Objectives, and Strategy  
3. Evaluating a Company’s External Environment  
4. Evaluating a Company’s Resources and Ability to Compete Successfully  
5. The Five Basic Competitive Strategy Options: Which One to Employ? |
**Student Performance Assessment & Evaluation**

- Chapter Quizzes: Each chapter will have a ten-question, multiple choice quiz over the assigned reading material. These quizzes are posted on the textbook’s website under a student’s secure account.
- Business Simulation: Students will be paired with another student in the course to engage in a business simulation through the textbook’s website. Teams will compete against others in the course in a virtual industry to gain market share, profitability and company image. Performances are also measured versus other teams at other schools around the world.
- SWOT Analysis: Each student will study a real business and develop a detailed SWOT analysis for the business. The analysis will also include recommendations to assess and mitigate the weaknesses and threats facing this firm. The final report will be at least ten (10) pages and include sources of research and all assumptions.
- Homework: Students will be required to complete homework assignments illustrating text concepts (e.g., financial ratio analysis). These assignments will be submitted to the instructor via Blackboard.

**Bibliography, Reading Material, Etc.**

- Potential Textbooks:
Arkansas Tech University
REQUEST FOR COURSE ADDITION

TO: Graduate Council
FROM: College of Business
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Course Subject: BUAD
Cross-listed with Subject:        Course Number: 6003

Official Title (Limited to 30 characters including spaces): Independent Study

Mode of Instruction: (check appropriate box)
☒ 01_Lecture/ ☐ 02_Lecture/Laboratory/ ☐ 03_Laboratory only/ ☒ 05_Practice Teaching/
☒ 06_Internship/Practicum/ ☒ 08_Independent Study/ ☒ 10_Special Topics/ ☒ 12_Individual Lessons/
☒ 13_Applied Instruction/ ☒ 16_Studio Course/ ☒ 17_Dissertation Research/ ☒ 18_Activity Course/
☒ 98_Other

Effective Term: ☐ Spring ☐ Summer I

Fall 2013

If course is required by major/minor, how frequently will course be offered?
Once per semester

Is this course repeatable for additional earned hours? ☒ Y / ☐ N

How many times?

Does this course require a fee? ☒ Y / ☐ N

How much?

Type of fee?
☐ Elective  ☒ Major  ☐ Minor
If major or minor course, you must complete the Request for Program Change form.

<table>
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<th>Prerequisites:</th>
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<tr>
<td>21 hours must be completed toward the program requirements.</td>
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Course Description (as you want it to appear in the catalog):

Students will complete an administrative project approved in advance by their advisor. The project must include elements of administration with a subject relevant to the student's program of study. Successful completion of the project will include a professional report and full presentation of the project findings/results. The work may take the form of an internship, a research project or a consulting project.

Grading  ☒ Standard Letter  ☐ P/F  ☐ Other (If other, please specify below)

For the proposed course, attach a syllabus that includes:

a. Course subject, number and title
b. Course description as to appear in catalog
c. Course goals and/or objectives
d. Course outline
e. Methods of student performance assessment and evaluation
f. Course bibliography, reading list, and/or listing of other instructional media

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify.

NO

Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify.

NO

How does this proposal support the University Mission or University Strategic Planning Goals?

The addition of this course will expand the graduate course offerings at Tech, especially for use in multidisciplinary administrative programs. It also contributes to a broader educational spectrum in the graduate field at Tech in a popular educational field. As an AACSB-accredited program, Tech's College of Business wants to contribute to enhancing the university's public image by providing a first quality set of courses which will lead to greater opportunities for our students.

Please provide a rationale for the need for this new course including the evidence derived from your program assessment. Assessment evidence may come from direct and indirect measures of student learning as well as analysis of the current state of the discipline.

It both helps to fill a void in administrative education at Tech in the graduate area and helps to provide a course for interdisciplinary graduate programs.

How will the effect of the change be monitored in ongoing program assessment?

We will use our current assessment efforts to monitor student progress in this course.

If this course will affect other departments, a Departmental Support Form for each affected department must be attached.

N/A
# Course Description
Students will complete an administratively-oriented project approved in advance by their advisor. The project must include elements of administration with a subject relevant to the student's program of study. Successful completion of the project will include a professional report and full presentation of the project findings/results. The work may take the form of an internship, a research project or a consulting project.

## Course Goals & Objectives
- To further develop the student's professional and/or theoretical understanding of his/her profession and its administrative concepts
- To demonstrate the student's research and communication skills through written and oral means
- To explore the issues involved with administration in the student's chosen career

## Course Outline
1. Selecting the research topic
2. Preparing the research and writing plans
3. Gathering and analyzing the information
4. Organizing the written document
5. Documenting sources
6. Presenting the final document and results

## Student Performance Assessment & Evaluation
- **Written Report:** Students will be required to complete a report on the approved project. This report will follow proper writing and documentation formats (APA) and will comply with departmental expectations in terms of length, sourcing, topic, etc.
- **Oral Report:** Students will be required to present a synopsis of findings in an oral report including the use of slides, charts and other visual media. This report will be submitted online for viewing by the instructor and other graduate faculty in the program.

## Bibliography, Reading Material, Etc.
**Potential Textbooks:**
Arkansas Tech University
REQUEST FOR COURSE ADDITION

TO: Graduate Council
FROM: College of Business
DATE SUBMITTED: August 31, 2012

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</tbody>
</table>

Course Subject: BLAW
Cross-listed with Subject: BLAW

Official Title (Limited to 30 characters including spaces):
Special Topics in Law

Mode of instruction: (check appropriate box)
- 01_Lecture/ 02_Lecture/Laboratory/ 03_Laboratory only/ 05_Practice Teaching/
  06_Internship/Practicum/ 08_Independent Study/ 10_Special Topics/ 12_Individual Lessons/
  13_Applied Instruction/ 16_Studio Course/ 17_Dissertation Research/ 18_Activity Course/
  98_Other

Effective Term: □ Spring □ Summer I
Fall 2013

If course is required by major/minor, how frequently will course be offered?
Once per year

Is this course repeatable for additional earned hours? Y / N
Yes / No

How many times?

Does this course require a fee? Y / N
Yes / No

How much?

Type of fee?
Elective ☑ Major ☐ Minor

If major or minor course, you must complete the Request for Program Change form.

<table>
<thead>
<tr>
<th>Prerequisites:</th>
<th>Co-requisites:</th>
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<tbody>
<tr>
<td>BLAW 6003</td>
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</tr>
</tbody>
</table>

Course Description (as you want it to appear in the catalog):

**Course offers an in-depth exploration of selected legal issues affecting business.** The primary focus of the course will vary from offering to offering; thus the course may be taken more than once.

**There is a required research project.**

Grading ☑ Standard Letter ☐ P/F ☐ Other (If other, please specify below)

For the proposed course, attach a syllabus that includes:

- a. Course subject, number and title
- b. Course description as to appear in catalog
- c. Course goals and/or objectives
- d. Course outline
- e. Methods of student performance assessment and evaluation
- f. Course bibliography, reading list, and/or listing of other instructional media

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify.

NO

Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify.

NO

How does this proposal support the University Mission or University Strategic Planning Goals?

The addition of this course will expand the graduate course offerings at Tech, especially for use in multidisciplinary administrative programs. It also contributes to a broader educational spectrum in the graduate field at Tech in a popular educational field. As an AACSB-accredited program, Tech's College of Business wants to contribute to enhancing the university's public image by providing a first quality set of courses which will lead to greater opportunities for our students.

Please provide a rationale for the need for this new course including the evidence derived from your program assessment. Assessment evidence may come from direct and indirect measures of student learning as well as analysis of the current state of the discipline.

It both helps to fill a void in administrative education at Tech in the graduate area and helps to provide a course for interdisciplinary graduate programs.

How will the effect of the change be monitored in ongoing program assessment?

**We will use our current assessment efforts to monitor student progress in this course.**

If this course will affect other departments, a Departmental Support Form for each affected department must be attached.

N/A
<table>
<thead>
<tr>
<th>Course</th>
<th>BLAW 5073: Special Topics in Law</th>
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<tbody>
<tr>
<td>Course Description</td>
<td>Course offers an in-depth exploration of selected legal issues affecting business. The primary focus of the course will vary from offering to offering; thus the course may be taken more than once. There is a required research project.</td>
</tr>
</tbody>
</table>
| Course Goals & Objectives      | • To explore a special topic in an area of business law  
                                   • To challenge students to learn more in-depth about specialized topics in business law |
| Course Outline                 | Varies with the specific topic selected. |
| Student Performance Assessment & Evaluation | • Exams: The student will complete a series of exams based upon assigned reading and research materials.  
                                           • Research Report: The student will select a Fortune 500 company and investigate the legal and ethical issues currently affecting that business as they pertain to the current course topic. |
| Bibliography, Reading Material, Etc. | Potential Textbooks:  
                                   • Varies with the specific topic selected. General examples:  
Arkansas Tech University  
REQUEST FOR COURSE ADDITION

TO: Graduate Council  
FROM: College of Business  
DATE SUBMITTED: August 31, 2012

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Cross-listed with Subject:  
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<tr>
<th>Course Number:</th>
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<tbody>
<tr>
<td>MGMT 4053</td>
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</table>

Official Title (Limited to 30 characters including spaces):  
Small Business Management

Mode of Instruction: (check appropriate box)  
☒ 01_Lecture/ ☐ 02_Lecture/Laboratory/ ☐ 03_Laboratory only/ ☐ 05_Practice Teaching/  
☐ 06_Internship/Practicum/ ☐ 08_Independent Study/ ☐ 10_Special Topics/ ☐ 12_Individual Lessons/  
☐ 13_Applied Instruction/ ☐ 16_Studio Course/ ☐ 17_Dissertation Research/ ☐ 18_Activity Course/  
☐ 98_Other

Effective Term:  
☐ Fall ☐ Spring ☐ Summer I

If course is required by major/minor, how frequently will course be offered?  
Once per year

Is this course repeatable for additional earned hours?  
☐ Y / ☐ N  How many times?

☐ NO

Does this course require a fee?  
☐ Y / ☐ N  How much?  
☐ Type of fee:

☐ NO
Elective  □ Major  □ Minor
If major or minor course, you must complete the Request for Program Change form.

<table>
<thead>
<tr>
<th>Prerequisites:</th>
<th>Co-requisites:</th>
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<tbody>
<tr>
<td>MGMT 6003</td>
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</table>

Course Description (as you want it to appear in the catalog):

Application of business management principles to the creation and operation of small scale enterprises. Emphasis on the preparation and implementation of business plans for such enterprises. There is a required research project.

Grading  □ Standard Letter  □ P/F  □ Other (If other, please specify below)

For the proposed course, attach a syllabus that includes:

- a. Course subject, number and title
- b. Course description as to appear in catalog
- c. Course goals and/or objectives
- d. Course outline
- e. Methods of student performance assessment and evaluation
- f. Course bibliography, reading list, and/or listing of other instructional media

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify.

NO

Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify.

NO

How does this proposal support the University Mission or University Strategic Planning Goals?

The addition of this course will expand the graduate course offerings at Tech, especially for use in multidisciplinary administrative programs. It also contributes to a broader educational spectrum in the graduate field at Tech in a popular educational field. As an AACSB-accredited program, Tech’s College of Business wants to contribute to enhancing the university’s public image by providing a first quality set of courses which will lead to greater opportunities for our students.

Please provide a rationale for the need for this new course including the evidence derived from your program assessment. Assessment evidence may come from direct and indirect measures of student learning as well as analysis of the current state of the discipline.

It both helps to fill a void in administrative education at Tech in the graduate area and helps to provide a course for interdisciplinary graduate programs.

How will the effect of the change be monitored in ongoing program assessment?

We will use our current assessment efforts to monitor student progress in this course.

If this course will affect other departments, a Departmental Support Form for each affected department must be attached.

N/A
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<tr>
<th>Course</th>
<th>MGMT 5053: Small Business Management</th>
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<tbody>
<tr>
<td>Course Description</td>
<td>Application of business management principles to the creation and operation of small scale enterprises. Emphasis on the preparation and implementation of business plans for such enterprises. There is a required research project.</td>
</tr>
</tbody>
</table>
| Course Goals & Objectives | • To develop the students’ understanding of venture opportunity recognition fundamentals.  
• To develop the students’ abilities to identify market opportunities based upon recognizing unmet customer needs.  
• To develop the students’ understanding of evaluation methods for analyzing marketable products and services.  
• To develop the students’ abilities to structure and launch a viable new venture and prepare the venture for short- or long-term life. |
| Course Outline | 1. Strategic Management and the Entrepreneur  
2. Choosing a Form of Ownership  
3. Conducting a Feasibility Analysis  
4. Creating a Solid Financial Plan  
5. Creative Use of Advertising and Promotion  
6. Pricing and Credit Strategies  
7. Sources of Equity and Debt Financing  
8. Location, Layout, and Physical Facilities  
9. Staffing and Leading a Growing Company  
10. Management Succession and Risk Management Strategies |
| Student Performance Assessment & Evaluation | • Exams: The student will complete a series of exams based upon assigned reading and research materials.  
• Business Consulting Project: Each student will complete a project as a member of a consultation team. The group may consult for an actual client of the local SBTDC or a member of the local community. The project will require both a written and oral report to the course instructor and the director of the SBTDC of the analysis provided to the client.  
• Personal Business Plan: Each student will be required to prepare a 10-page limited business plan for his/her own business idea. The student will submit the final version of this plan and present it to the class during the final exam period. |
| Bibliography, Reading Material, Etc. | Potential Textbooks:  
Arkansas Tech University  
REQUEST FOR COURSE ADDITION

TO: Graduate Council
FROM: College of Business
DATE SUBMITTED: August 31, 2012

REQUEST FOR COURSE ADDITION

<table>
<thead>
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<table>
<thead>
<tr>
<th>Course Subject: MGMT</th>
<th>Course Number: 5223</th>
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</thead>
<tbody>
<tr>
<td>Cross-listed with Subject: MGMT</td>
<td>Course Number: 4223</td>
</tr>
<tr>
<td>Official Title (Limited to 30 characters including spaces):</td>
<td></td>
</tr>
<tr>
<td>Leadership: Ideas and Images in Art, Film, History, and Literature</td>
<td></td>
</tr>
<tr>
<td>Mode of Instruction: (check appropriate box)</td>
<td>(exists in current catalog)</td>
</tr>
<tr>
<td>☑ 01_Lecture/ ☐ 02_Lecture/Laboratory/ ☐ 03_Laboratory only/ ☐ 05_Practice Teaching/</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>☐ 98_Other</td>
<td></td>
</tr>
</tbody>
</table>

| Effective Term: ☐ Spring ☐ Summer I                    | If course is required by major/minor, how frequently will course be offered? |
|                                                        | Once per year          |
| Is this course repeatable for additional earned hours? | Y / N How many times?  |
| NO                                                     |                       |
| Does this course require a fee?                        | How much? Type of fee? |
| NO                                                     |                       |
Elective  □ Major  □ Minor
If major or minor course, you must complete the Request for Program Change form.

<table>
<thead>
<tr>
<th>Prerequisites:</th>
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<tbody>
<tr>
<td>MGMT 6003</td>
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</table>

**Course Description (as you want it to appear in the catalog):**
This course probes the definition, meaning, practice, and paradox of leadership by exploring ideas and images found in diverse domains such as film, art, literature, and history. These ideas and images are used as a platform for examining leadership challenges and for developing personal insights into leadership practice, issues and values. There is a required research project.

**Grading**  □ Standard Letter  □ P/F  □ Other (If other, please specify below)

For the proposed course, attach a syllabus that includes:

a. Course subject, number and title
b. Course description as to appear in catalog
c. Course goals and/or objectives
d. Course outline
e. Methods of student performance assessment and evaluation
f. Course bibliography, reading list, and/or listing of other instructional media

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify.

NO

Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify.

NO

How does this proposal support the University Mission or University Strategic Planning Goals?

**The addition of this course will expand the graduate course offerings at Tech, especially for use in multidisciplinary administrative programs. It also contributes to a broader educational spectrum in the graduate field at Tech in a popular educational field. As an AACSB-accredited program, Tech's College of Business wants to contribute to enhancing the university's public image by providing a first quality set of courses which will lead to greater opportunities for our students.**

Please provide a rationale for the need for this new course including the evidence derived from your program assessment. Assessment evidence may come from direct and indirect measures of student learning as well as analysis of the current state of the discipline.

**It both helps to fill a void in administrative education at Tech in the graduate area and helps to provide a course for interdisciplinary graduate programs.**

How will the effect of the change be monitored in ongoing program assessment?

We will use our current assessment efforts to monitor student progress in this course.

If this course will affect other departments, a Departmental Support Form for each affected department must be attached.

N/A
Arkansas Tech University
College of Business

| Course | MGMT 5223: Leadership: Ideas and Images in Art, Film, History, and Literature |
| Course Description | This course probes the definition, meaning, practice, and paradox of leadership by exploring ideas and images found in diverse domains such as film, art, literature, and history. These ideas and images are used as a platform for examining leadership challenges and for developing personal insights into leadership practice, issues and values. There is a required research project. |
| Course Goals & Objectives | • Develop students’ knowledge and appreciation for the role of each the following as they relate to leadership: integrity, values, morality and ethics, imagination, persistence, development and communication of vision, and personal consequences.  
• Develop students’ interest, knowledge and appreciation for art, film, history, and literature as means for understanding leadership.  
• Develop students’ capabilities as they relate to the mission of Arkansas Tech University and the College of Business at Arkansas Tech University. Particular emphasis is placed on critical thinking, ethical awareness and reasoning, written communications skills, and oral communications in the context of group and class discussion. |
| Course Outline | 1. Leadership styles, bases of power & influence, and pride (the desire to be remembered)  
2. Leadership as Theater: Stagecraft & Impression Management  
3. Leading in crisis; Conflict; Leader-situation fit; Leadership & turnaround; Becoming a leader; Teamwork Maximum Effort Over-identification  
4. Leadership & Imagination  
5. Servant Leadership; Leadership and Sacrifice; Articulating a Vision; Commitment & Persistence; The Burden of Leadership  
6. Leadership & Integrity  
7. Leadership & Failure  
8. Women as Leaders; Lower Participants as Leaders; Mentorship  
9. Relinquishing Power  
10. Leadership & Ethics; Goal Displacement  
11. Leadership & Communication; Crisis; Turnaround  
12. Leadership and the attribution of credit for success and responsibility for failure  
13. Leadership & Improvisation  
14. Imagination Leadership |
Arkansas Tech University
College of Business

<table>
<thead>
<tr>
<th>Student Performance Assessment &amp; Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Quizzes - There will be weekly quizzes. Though there may be questions/items based on the previous week’s class, most questions/items will be based on the assignment for the week.</td>
</tr>
<tr>
<td>• Business Leader Paper – Select a business leader (e.g., Henry Ford, Lee Iacocca, or Stephen Jobs) and write a paper that compares and contrasts the selected business leader with (at least five) leaders encountered in the course.</td>
</tr>
<tr>
<td>• Online Discussion Groups are set up on Blackboard. The participation grade will be based on the quantity and quality of your (individual) posts to your group’s discussion board (with more weight on quality and depth). Contributions to online group discussions should be early and frequent.</td>
</tr>
<tr>
<td>• Final Exam – The final exam will require you to answer three questions. Question 1 will be completed as a team of three or four students (with teams being randomly selected and assigned at the start of the final exam). You will have one hour to answer question 1. Questions 2 and 3 will be selected from a list of about ten questions that will be provided over the course of the semester.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Bibliography, Reading Material, Etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Potential Textbooks:</td>
</tr>
<tr>
<td>• Hartwick Classic Leadership Case: John Masefield’s The Bird of Dawning.</td>
</tr>
</tbody>
</table>
Arkansas Tech University
REQUEST FOR COURSE ADDITION

TO: Graduate Council
FROM: College of Business
DATE SUBMITTED: August 31, 2012

REQUEST FOR COURSE ADDITION

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Course Subject: MKT
Cross-listed with Subject: MKT
Official Title (Limited to 30 characters including spaces): Sport and Event Marketing

Mode of Instruction: (check appropriate box)
☐ 01_Lecture/ ☐ 02_Lecture/Laboratory/ ☐ 03_Laboratory only/ ☐ 05_Practice Teaching/
☐ 06_Internship/Practicum/ ☐ 08_Independent Study/ ☐ 10_Special Topics/ ☐ 12_Individual Lessons/
☐ 13_Applied Instruction/ ☐ 16_Studio Course/ ☐ 17_Dissertation Research/ ☐ 18_Activity Course/
☐ 98_Other

Effective Term: ☐ Spring ☐ Summer I

Fall 2013

If course is required by major/minor, how frequently will course be offered? Once per year

Is this course repeatable for additional earned hours? ☐ Y / ☐ N How many times?

NO

Does this course require a fee? ☐ YES / ☐ NO How much? Type of fee?

NO
Elective  □ Major  □ Minor
If major or minor course, you must complete the Request for Program Change form.

<table>
<thead>
<tr>
<th>Prerequisites:</th>
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</thead>
<tbody>
<tr>
<td>MKT 6003</td>
<td></td>
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</tbody>
</table>

Course Description (as you want it to appear in the catalog):
To apply marketing concepts to sporting, cultural, historical, and charitable activities and events. To examine the performance, production, and promotional segments of the sport and event markets. There is a required research project.

Grading  □ Standard Letter  □ P/F  □ Other (If other, please specify below)

For the proposed course, attach a syllabus that includes:
- a. Course subject, number and title
- b. Course description as to appear in catalog
- c. Course goals and/or objectives
- d. Course outline
- e. Methods of student performance assessment and evaluation
- f. Course bibliography, reading list, and/or listing of other instructional media

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify.
NO

Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify.
NO

How does this proposal support the University Mission or University Strategic Planning Goals?
The addition of this course will expand the graduate course offerings at Tech, especially for use in multidisciplinary administrative programs. It also contributes to a broader educational spectrum in the graduate field at Tech in a popular educational field. As an AACSB-accredited program, Tech's College of Business wants to contribute to enhancing the university's public image by providing a first quality set of courses which will lead to greater opportunities for our students.

Please provide a rationale for the need for this new course including the evidence derived from your program assessment. Assessment evidence may come from direct and indirect measures of student learning as well as analysis of the current state of the discipline.
It both helps to fill a void in administrative education at Tech in the graduate area and helps to provide a course for interdisciplinary graduate programs.

How will the effect of the change be monitored in ongoing program assessment?
We will use our current assessment efforts to monitor student progress in this course.

If this course will affect other departments, a Departmental Support Form for each affected department must be attached.
N/A
**Course** | MKT 5053: Sport and Event Marketing  
---|---
**Course Description** | To apply marketing concepts to sporting, cultural, historical, and charitable activities and events. To examine the performance, production, and promotional segments of the sport and event markets. There is a required research project.  
**Course Goals & Objectives** | - To develop an understanding of the relationship of marketing to other organizational functions in the sports and event industry  
- To recognize the importance of customer needs and wants as the foundation for marketing decision-making for the organization  
- To understand where ethical standards come from and to critically consider whether and why businesses and their personnel should be ethically accountable for their behavior.  
- To discuss strategic sports marketing decisions appropriate to various situations  
- To understand the perspectives of participants and spectators as sports consumers  
- To evaluate the impact of sports and event marketing on the marketing industry  
**Course Outline** | 1. Examining Sports and Event Entertainment Consumption  
2. Segmenting Audiences for Sports and Events  
3. Building a Relevant Brand  
4. Project Management for Events  
5. Tapping into Passion through Experiential Marketing  
6. Leveraging the Brand through Sponsorship-Linked Marketing  
7. Sustainable Development and Events  
8. Measuring Sports Brand Performance  
9. Risk Management  
**Student Performance Assessment & Evaluation** | - Exams: Students will complete four exams covering the assigned readings and other materials as assigned. These exams will include both multiple choice and essay questions.  
- Quizzes: Students will be required to take a ten-question multiple choice quiz over each assigned text chapter.  
- Participation: Students will be required to respond to the situation and to the points of view of other students in the course on each discussion thread.  
- Research Report: This course will require students to select a sports team or event venue and analyze the marketing strategies it employs. The five-page research paper will include detailed examples which correspond to specific marketing tactics as outlined in the course.
<table>
<thead>
<tr>
<th>Potential Textbooks:</th>
</tr>
</thead>
</table>
Arkansas Tech University
REQUEST FOR COURSE ADDITION

TO: 
FROM: College of Business
DATE SUBMITTED: August 31, 2012

REQUEST FOR COURSE ADDITION

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<tr>
<th>Course Subject:</th>
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<tbody>
<tr>
<td>MKT</td>
<td>5093</td>
</tr>
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</table>

Cross-listed with Subject:
| MKT |

Official Title (Limited to 30 characters including spaces):
International Marketing

Mode of instruction: (check appropriate box)
- ☒ 01_Lecture/02_Lecture/Laboratory/03_Laboratory only/05_Practice Teaching/
- 06_Internship/Practicum/08_Independent Study/10_Special Topics/12_Individual Lessons/
- 13_Applied Instruction/16_Studio Course/17_Dissertation Research/18_Activity Course/
- 98_Other

Effective Term: ☐ Spring ☐ Summer I

If course is required by major/minor, how frequently will course be offered?
Once per year

Is this course repeatable for additional earned hours? Y / N
How many times?

Does this course require a fee? Y / N
How much?
Type of fee?
Elective ☑ Major ☐ Minor
If major or minor course, you must complete the Request for Program Change form.

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Course Description (as you want it to appear in the catalog):
Analysis of opportunities, distinctive characteristics and emerging trends in foreign markets, including exploration of alternative methods and strategies for entering foreign markets; organizational planning and control; impact of social, cultural, economic and political differences; and problems of adapting American marketing concepts and methods. There is a required research project.

Grading ☑ Standard Letter ☐ P/F ☐ Other (If other, please specify below)

For the proposed course, attach a syllabus that includes:
- a. Course subject, number and title
- b. Course description as to appear in catalog
- c. Course goals and/or objectives
- d. Course outline
- e. Methods of student performance assessment and evaluation
- f. Course bibliography, reading list, and/or listing of other instructional media

Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify.
NO

Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify.
NO

How does this proposal support the University Mission or University Strategic Planning Goals?
The addition of this course will expand the graduate course offerings at Tech, especially for use in multidisciplinary administrative programs. It also contributes to a broader educational spectrum in the graduate field at Tech in a popular educational field. As an AACSB-accredited program, Tech's College of Business wants to contribute to enhancing the university's public image by providing a first quality set of courses which will lead to greater opportunities for our students.

Please provide a rationale for the need for this new course including the evidence derived from your program assessment. Assessment evidence may come from direct and indirect measures of student learning as well as analysis of the current state of the discipline.
It both helps to fill a void in administrative education at Tech in the graduate area and helps to provide a course for interdisciplinary graduate programs.

How will the effect of the change be monitored in ongoing program assessment?
We will use our current assessment efforts to monitor student progress in this course.

If this course will affect other departments, a Departmental Support Form for each affected department must be attached.
N/A
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<td>Course Description</td>
<td>Analysis of opportunities, distinctive characteristics and emerging trends in foreign markets, including exploration of alternative methods and strategies for entering foreign markets; organizational planning and control; impact of social, cultural, economic and political differences; and problems of adapting American marketing concepts and methods. There is a required research project.</td>
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</table>
| Course Goals & Objectives | • To examine the role of marketing in world markets and review its theoretical justification;  
• To provide an overview of business in the international context (structure, problems and opportunities, causes and results of performance, etc.);  
• To study marketing theory and management in light of vastly different political, cultural, legal, and economic environments abroad  
• To relate US business needs to problems and opportunities in foreign markets  
• To understand how to compete in international markets and the need for “global team” organizational structures designed to manage global companies and opportunities  
• To become aware of the legal constraints, linguistic and media limitations, and cultural diversity in the creation of international communication strategies, and become sensitive to the communication, adaptation and diffusion of innovations in different cultures |
| Course Outline | 1. The scope and challenge of international marketing  
2. The dynamic environment of international trade  
3. History and geography: the foundation of cultural understanding  
4. Cultural dynamics in assessing global markets  
5. Business customs in global marketing  
6. Political environment: a critical concern  
7. Developing a global vision through marketing research  
8. Emerging markets  
9. Multinational market regions and market groups  
10. Global marketing management  
11. Products and services for consumers  
12. Products and services for businesses  
13. International marketing channels  
14. Integrated marketing communication and international advertising  
15. Personal selling and sales management  
16. Pricing for international markets |
| Student Performance Assessment & Evaluation | Exams: Students will complete three exams covering the assigned readings and other materials as assigned. These exams will include both multiple choice and essay questions.  
| Quizzes: Students will be required to take a ten-question multiple choice quiz over each assigned text chapter.  
| Case Study: Each student will select a Fortune 500 company and analyze the international marketing strategies it employs. The ten-page research paper will include detailed examples which correspond to specific marketing tactics as outlined in the course. |
| Middle Left | Potential Textbooks:  
Arkansas Tech University
REQUEST FOR COURSE ADDITION

TO: Graduate Council
FROM: College of Business
DATE SUBMITTED: August 31, 2012

REQUEST FOR COURSE ADDITION

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</table>

Course Subject: MKT
Cross-listed with Subject: MKT

Official Title (Limited to 30 characters including spaces): Marketing Management

Course Number: 5143
(exists in current catalog)

Mode of Instruction: (check appropriate box)
- ☑ 01_Lecture
- ☑ 02_Lecture/Laboratory
- ☑ 03_Laboratory only
- ☑ 05_Practice Teaching
- ☑ 06_Internship/Practicum
- ☑ 08_Independent Study
- ☑ 10_Special Topics
- ☑ 12_Individual Lessons
- ☑ 13_Applied Instruction
- ☑ 16_Studio Course
- ☑ 17_Dissertation Research
- ☑ 18_Activity Course
- ☑ 98_Other

Effective Term: ☑ Spring ☑ Summer I

If course is required by major/minor, how frequently will course be offered?
Once per year

Is this course repeatable for additional earned hours?
Y / N How many times?
NO

Does this course require a fee?
How much?
Type of fee?
NO
Select:  
- Elective
- Major
- Minor

If major or minor course, you must complete the Request for Program Change form.

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<tbody>
<tr>
<td>MKT 6003</td>
<td></td>
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</table>

**Course Description (as you want it to appear in the catalog):**

*Advanced study of decisions facing a marketing executive. Topics covered include product planning, consumer behavior, promotion, sales management, and pricing. There is a required research project.*

**Grading**  
- Standard Letter
- P/F
- Other (If other, please specify below)

**For the proposed course, attach a syllabus that includes:**

  a. Course subject, number and title
  b. Course description as to appear in catalog
  c. Course goals and/or objectives
  d. Course outline
  e. Methods of student performance assessment and evaluation
  f. Course bibliography, reading list, and/or listing of other instructional media

**Will this course require any special resources such as unusual maintenance costs, library resources, special software, distance learning equipment, etc.? Please specify.**

NO

**Will this course require a special classroom (computer lab, smart classroom, or laboratory)? Please specify.**

NO

**How does this proposal support the University Mission or University Strategic Planning Goals?**

*The addition of this course will expand the graduate course offerings at Tech, especially for use in multidisciplinary administrative programs. It also contributes to a broader educational spectrum in the graduate field at Tech in a popular educational field. As an AACSB-accredited program, Tech's College of Business wants to contribute to enhancing the university's public image by providing a first quality set of courses which will lead to greater opportunities for our students.*

**Please provide a rationale for the need for this new course including the evidence derived from your program assessment. Assessment evidence may come from direct and indirect measures of student learning as well as analysis of the current state of the discipline.**

*It both helps to fill a void in administrative education at Tech in the graduate area and helps to provide a course for interdisciplinary graduate programs.*

**How will the effect of the change be monitored in ongoing program assessment?**

*We will use our current assessment efforts to monitor student progress in this course.*

**If this course will affect other departments, a Departmental Support Form for each affected department must be attached.**

N/A
# Course: MKT 5143: Marketing Management

## Course Description
Advanced study of decisions facing a marketing executive. Topics covered include product planning, consumer behavior, promotion, sales management, and pricing. There is a required research project.

## Course Goals & Objectives
- To recognize marketing's unique role in contributing to an organization's competitive advantage in the marketplace.
- To develop an understanding of the relationship of marketing to other organizational functions.
- To evaluate the importance of changes on a company's strategies, objectives, and tactics.
- To understand the ethical, cultural, social and global impact of an organization's marketing activities.
- To be able to analyze the important facets of a case, develop a series of options to solve the issues, and choose one and back it up logically.

## Course Outline
1. The Marketing Management Process
2. The Marketing Implications of Corporate and Business Strategies
3. Understanding Market Opportunities
4. Understanding Consumer Buying Behavior
5. Understanding Organizational Markets and Buying Behavior
6. Measuring Market Opportunities: Forecasting and Market Knowledge
7. Targeting Attractive Market Segments
8. Differentiation and Brand Positioning
10. Product Decisions
11. Pricing Decisions
12. Distribution Channel Decisions
13. Integrated Promotion Decisions
14. Marketing Strategies for a Digitally Networked World
15. Strategies for New and Growing Markets
16. Strategies for Mature and Declining Markets

## Student Performance Assessment & Evaluation
- Quizzes: There will be a ten-point multiple choice quiz over each assigned chapter. All quizzes will be taken online through Blackboard.
- Exams: There will be four exams over all assigned reading material. These exams will feature both multiple choice and essay questions. The final exam is comprehensive.
- Case Study: Each student will select a Fortune 500 company and analyze the marketing management strategies it employs. The ten-page research paper will include detailed examples which correspond to specific marketing tactics as outlined in the course.
<table>
<thead>
<tr>
<th>Potential Textbooks:</th>
</tr>
</thead>
</table>
APPENDIX B:

ASSESSMENT PLAN
Appendix B: Assessment Plan and Learning Goals

Learning Goal 1: Students will demonstrate business area knowledge comparable to students earning an undergraduate degree in a business field.

The MSBA program is intended to provide a fundamental business education to students who undertake training in a non-business field. As such, this program is intended to provide a similar level of business knowledge as would be gained in the last 18 to 36 months of an undergraduate degree. The average undergraduate in a business field learns the basic principles of accounting, business law, economics, finance, management and marketing and then delves into one of these areas in more depth over a period of 12 to 18 months.

The MSBA program provides a minimum of opportunity to learn more about a specific field, but the breadth of knowledge is intended to provide the non-business major with a solid foundation in administrative topics. The appropriate assessment for this type of program is the Educational Testing Service’s (ETS) Major Field Test (MFT) in Business at the undergraduate level. This exam is currently used as part of the assessment plan for the current business majors at Tech. For the MSBA program, the exam would be given to students entering the program during their first semester of work (likely through either the ACCT 6003 or the ECON 6003 course) and then to students as they exit the program through the Business Policy course (MGMT 5083).

The expectation is that students would have comparable scores in general business knowledge to graduating seniors in business. We would expect them as a group to score within 10 percentiles of undergraduates as a group. Since 2002, Tech business undergraduates have scored on average at the 70th percentile as a group. We would expect the graduates of this program to demonstrate comparable knowledge and score at or about the 60th percentile.

Learning Goal 2: Students will demonstrate written communication skills necessary in a business context.

Written communication skills are to be evaluated on rubrics that highlight the skills identified by the faculty as valuable for our graduates including critical thinking, organization, language, convention, and references. The rubric scales are attached at the end of this appendix. Evidence of quality in written communication may be found in the language and convention, logical thought and flow of the argument, and overall organization of the work. Content includes the introduction and problem statement, subject matter knowledge, organization of presentation, audience connection.

One quality feature of the MSBA program is that it requires a graduate-level written project for almost all of the core courses and for all of the graduate cross-listed courses in a student’s curriculum. This project is expected to be crafted using proper research and communication techniques. The course instructor will grade each student’s paper for course evaluation purposes, and then he or she will use the attached rubrics to assess the student’s general written communication skills. This assessment will be separate and apart from the course grade assigned to the paper, and the assessed scores will be reported back to the Assurance of Learning Committee chair at the end of each semester. At the end of a student’s program, the Committee should be able to evaluate between seven and ten different assessments of each student’s written communication skills.
<table>
<thead>
<tr>
<th>Indicators of Effective Writing</th>
<th>Levels of Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Beginning (1 / 2)</td>
</tr>
<tr>
<td></td>
<td>Developing (3 / 4)</td>
</tr>
<tr>
<td></td>
<td>Competent (5 / 6)</td>
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<tr>
<td></td>
<td>Accomplished (7 / 8)</td>
</tr>
<tr>
<td>Critical Thinking:</td>
<td></td>
</tr>
<tr>
<td>Ideas, examples, reasons and evidence, point of view</td>
<td></td>
</tr>
<tr>
<td><strong>Inappropriate:</strong></td>
<td>No viable point of view, little or no evidence; weak critical thinking, providing inappropriate or insufficient examples, reasons, or other evidence of support.</td>
</tr>
<tr>
<td><strong>Appropriate:</strong></td>
<td>Develops a point of view demonstrating some critical thinking; may have inconsistent or inadequate examples, reasons, and other evidence of support; support tends towards general statements or lists.</td>
</tr>
<tr>
<td><strong>Effective:</strong></td>
<td>Develops a point of view and demonstrates competent critical thinking; enough supporting detail to accomplish the purpose of the paper.</td>
</tr>
<tr>
<td><strong>Insightful:</strong></td>
<td>Ideas are fresh, mature and extensively developed; insightfully develops a point of view and demonstrates outstanding critical thinking.</td>
</tr>
<tr>
<td>Organization:</td>
<td></td>
</tr>
<tr>
<td>focus, coherence, progression of ideas, thesis developed</td>
<td></td>
</tr>
<tr>
<td><strong>Lacking Structure:</strong></td>
<td>Disorganized and unfocused; serious problems with coherence and progression of ideas; weak or non-existent thesis.</td>
</tr>
<tr>
<td><strong>Mostly Structured:</strong></td>
<td>Limited organization and focus; may demonstrate some lapses in coherence or progression of ideas; generally, neither sufficient nor clear enough to be convincing.</td>
</tr>
<tr>
<td><strong>Structured:</strong></td>
<td>Generally organized and focused, demonstrating coherence and progression of ideas; presents thesis and suggests plan of development which is mostly carried out.</td>
</tr>
<tr>
<td><strong>Perceptively Structured:</strong></td>
<td>Thesis presented or implied with noticeable coherence; provides specific and accurate support.</td>
</tr>
<tr>
<td>Language:</td>
<td></td>
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<tr>
<td>word choice and sentence variety</td>
<td></td>
</tr>
<tr>
<td><strong>Inadequate:</strong></td>
<td>Displays frequent and fundamental errors in vocabulary; sentences may be simplistic and disjointed.</td>
</tr>
<tr>
<td><strong>Adequate:</strong></td>
<td>Developing facility in language use, sometimes uses weak vocabulary, or inappropriate usage or word choice; sentence structure tends to be pedestrian and often repetitious.</td>
</tr>
<tr>
<td><strong>Proficient:</strong></td>
<td>Competent use of language and sometimes varies sentence structure; generally focused.</td>
</tr>
<tr>
<td><strong>Sophisticated:</strong></td>
<td>Choice of language and sentence structure; precise and purposeful, demonstrating a command of language and variety of sentence structures.</td>
</tr>
<tr>
<td>Convention:</td>
<td></td>
</tr>
<tr>
<td>grammar, punctuation, spelling, paragraphing, format</td>
<td></td>
</tr>
<tr>
<td><strong>Distracting:</strong></td>
<td>Errors interfere with writer’s ability to consistently communicate purpose; pervasive mechanical errors obscure meaning; inappropriate format.</td>
</tr>
<tr>
<td><strong>Fundamental:</strong></td>
<td>Errors interfere with the writer’s ability to communicate purpose; contains accumulation of errors; some weakness in format.</td>
</tr>
<tr>
<td><strong>Controlled:</strong></td>
<td>Occasional errors do not interfere with writer’s ability to communicate purpose; generally appropriate format.</td>
</tr>
<tr>
<td><strong>Polished:</strong></td>
<td>Control of conventions contribute to the writer’s ability to communicate purpose; free of most mechanical errors; appropriate format.</td>
</tr>
<tr>
<td>References:</td>
<td></td>
</tr>
<tr>
<td>parenthetical (in-text) references, bibliography, quotations</td>
<td></td>
</tr>
<tr>
<td><strong>Deficient:</strong></td>
<td>Very few, if any, sources referenced in text, reference information incomplete, incorrect formatting. Direct quotations are not indicated.</td>
</tr>
<tr>
<td><strong>Adequate:</strong></td>
<td>Many sources referenced in the text. Some references have complete information, but the format is not generally correct. Direct quotations are enclosed in quotation marks, but the reference format does not include a page or paragraph number</td>
</tr>
<tr>
<td><strong>Acceptable:</strong></td>
<td>Most sources referenced in body. Reference information generally complete, but the format may be incorrect. Direct quotations marked and most include reference format.</td>
</tr>
<tr>
<td><strong>Complete:</strong></td>
<td>All sources referenced, complete bibliography, and formatted correctly. Direct quotations cited appropriately.</td>
</tr>
</tbody>
</table>
APPENDIX C:
FACULTY CURRICULA VITAE
Professional Interests

Research Interests
Valuation, Agency Theory, Research & Development, Executive compensation, Personal computer and statistical applications to finance and business, International

Teaching Interests
1) Business Finance, 2) Personal Finance, 3) Risk Management and Insurance, 4) Investments

Academic Background
Ph.D. Purdue University, West Lafayette, IN, Finance, 1989
M.S.-M.I.S. Arkansas State University, Jonesboro, AR, Information Systems, 1984
M.B.A. Arkansas State University, Jonesboro, AR, Business Administration, 1980
M.Ed. U of NC Charlotte, Charlotte, NC, Mathematics, 1976
B.S. United States Military Academy, West Point, NY, Civil Engineering, 1968

Work Experience

Courses Taught

Intellectual Contributions:

Refereed Articles
A Comparison of Major and Low-Fare Airlines in a Dynamic Transportation Environment. Southwest Case Research Association Proceedings.


Referred Proceedings

Abstract Only


Service:

Service to the University

College Assignments

Chair:

2011-2012: Instruction Resource
2009-2010 – 2010-2011: Instructional Resources
2008-2009: Instructional Resources Committee

Member:

2011-2012: Assurance of Learning
2009-2010: Peer Review - Acct & Econ
2009-2010 – 2010-2011: Student and Alumni Affairs
2008-2009: Student and Alumni Affairs Committee
2005-2006: Peer Review - B & E  
2005-2006 – 2007-2008: Academic Honors & Student Affairs  
2004-2005: Academic Honors  

**University Assignments**

**Member:**  
2005-2006: Faculty Welfare  

**Service to the Community**

**Chair of a Committee**  
2006 – 2007: Boy Scouts District Commissioner  
1998 – 1999: Boy Scouts District Commissioner

**Member of a Committee**  
2003 – 2007: Russellville Lions Board of Directors

**Positions Held in Civic Organizations**  
2002 – 2003: Lions District Governor  
2000 – 2001: Board President

**Faculty Development**

**Assurance of Learning - Professional Development**  

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Last updated by member on 19-Nov-09 (09:39 AM)
Pamela S. Carr, Ph.D.
Associate Professor
Accounting and Economics Dept
College of Business
pam.carr@atu.edu

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Academic Background
Ph.D. Oklahoma State University, Stillwater, Oklahoma, Business Administration - Accounting, 2001
M.A. Southwest Missouri State University, Springfield, Missouri, Accounting, 1984
B.S. Arkansas Tech University, Russellville, Arkansas, Accounting, 1977

Certifications
Certified Public Accountant, 1981

Memberships
American Accounting Association - Tax Section
American Institute of Certified Public Accountants

Work Experience

Academic Experience
Head of Accounting Department and Associate and Professor of Accounting, Arkansas Tech University (2004 - Present).
Assistant and Associate Professor of Accounting, Arkansas Tech University (1991 - 2004).
Instructor of Accounting, Drury College (1984 - 1987).
Part-time Instructor of Accounting, Southwest Missouri State University (1981 - 1984).

Non-Academic Experience
National
Staff accountant, Whitlock, Selim, & Keehn, CPA (formerly Fox & Co. CPAs) (1980 - 1982).

Courses Taught
Courses taught, but not in the Schedule:
Intermediate Accounting II
Cost Accounting
Managerial Accounting
Other Teaching Activities

**Student Assign-Clinical/Practicum/Internship**

2010 - Student Assign-Clinical/Practicum/Internship. 2 students. Supervised 2 students working in intern positions, 1 with Beall Barclay LLP in Fort Smith (Chris Brown), and 1 with DuVall and Ford, CPAs (Sonia Connerly). This includes collecting supervisor evaluations and student's survey of experience. An essay on their experiences is also required and graded.

2009 - Student Assign-Clinical/Practicum/Internship. 1 student. Supervised on student in 3 hour Student Internship with Accounting Department of Entergy (Arkansas Nuclear One) during summer. Essay was required. (Kirsten Boyd)

2008 - Student Assign-Clinical/Practicum/Internship. 2 students. Supervised 2 students working in intern positions with BKD LLP, 1 in Fort Smith (Justin Bogden) and 1 in Little Rock (Keith Lindsay) This includes collecting supervisor evaluations and student's survey of experience. An essay on their experiences is also required and graded.

2007 - Student Assign-Clinical/Practicum/Internship. 3 students. Supervised 2 students working in intern positions with BKD LLP, 2 in Fort Smith (Amanda Strange and Stephanie Wohl) This includes collecting supervisor evaluations and student's survey of experience. An essay on their experiences is also required.

2006 - Student Assign-Clinical/Practicum/Internship. 1 student. Supervised internship and graded paper requirement for Peter Marks for 6 hour internship with BKD LLP in Fort Smith

2006 - Student Assign-Clinical/Practicum/Internship. 1 student. Supervised and evaluated paper as a partial requirement of 3 hour summer internship credit for Erin Winberry with Engstrom Grayson Green & Patterson PLLC, in North Little Rock, AR

2005 - Student Assign-Clinical/Practicum/Internship. 1 student. Supervised internship and graded paper requirement for Jared Cooley for 3 hour internship with Moore and Aikeman, CPAs, Russellville, AR

2005 - Student Assign-Clinical/Practicum/Internship. 1 student. Supervised internship and graded paper requirement for Matthew Mandrell for 6 hour internship with BKD LLP in Fort Smith

**Student Assign-Supervised Research (UG).**

2010 - Student Assign-Supervised Research (UG). 1 student. Supervised Undergraduate Research Project for Sam Collier for which he has received a grant. Sam will study federal income tax requirements for a good tax system. He will then analyze Adam Smith's four maxims of a 'good' tax system, to determine their existence in the U.S. system. Finally he will compare and contrast foreign tax systems with the U.S. system in these areas.

2009 - Student Assign-Supervised Research (UG). 1 student. Supervised student with Honors Program Research Paper and Presentation. Project is in the area of Taxation and will be presented at the 2010 ATU Honors Program. Erin Brown has put together a tax case showcasing the area of Hobby Losses vs. Legitimate Trade or Business. This case was researched in the Tax Law and academic articles and created by Erin based on an actual situation. He plans to test it in the 2010 Tax II class at ATU.

**Intellectual Contributions:**

**Refereed Articles**


**Refereed Proceedings**

**Full Paper**

**Presentation of Refereed Papers**

**Local**

**National**

**Regional**

**Presentation of Non-Refereed Papers**

**National**

**Regional**

**Papers Under Review**

**Service:**

**Service to the University**

**College Assignments**

**Member:**
2010-2011 – 2011-2012: Strategic Planning Committee
2009-2010: Strategic Planning
2008-2009: Strategic Planning Committee

University Assignments

Faculty Advisor:

Member:
2000-2001: University Student Affairs Committee

Service to the Community

Other Community Service Activities
2002 – 2003: ACTEB, President

Faculty Development

Research-Related Conference/Seminar

Instructional-Related Conference
2006: Arkansas Society of CPAs Annual Accounting Educators’ Conference. ASCPA Third Annual Accounting Educators’ Conference. Little Rock, Arkansas.
2003: Southwestern Business Administration Teaching Conference, TSU. Houston, Texas.

Other Professional Development
2005: ACTEB. Russellville, Arkansas.
2004: ACTEB. Conway, Arkansas.
2002: Little Rock, Arkansas.

Professional Seminars / Workshops
2009: KPMG Webinar IFARS Interview with IASB Chairman. Watched interview with IASB Chairman
discussing plans to integrate international accounting standards with GAAP and timetable projections.
Russellville, Arkansas.


2009: Arkansas Tech University Faculty Development Workshop. April 2009 University Affermative Action Seminar host by Tom Pennington (ATU legal counsel) and Jennifer Fleming (ATU Affermative Action Officer). Russellville, Arkansas.


2005: ATU Faculty Development Seminar, 'First Day of Class - Creative Ideas'. Russellville, Arkansas.

2005: ATU Faculty Development Seminar, 'Intergenerational Learning'. Russellville, Arkansas.


2003: Southwest Business Symposium, UCO. Edmond, Oklahoma.

Technology-Related Training


2008: Arkansas Tech COB Faculty Development Workshop. Attended workshop on using Banner tools for advising effectiveness. Mrs. Tammy Rhodes (ATU Registrar) showed COB faculty how to use Banner to conduct student degree audits and access and use online student folders created by the registrar's office. Russellville, Arkansas.


Tracy L. Cole, J.D.
Assistant Professor
Accounting and Economics Dept
College of Business
tcole@atu.edu

Academic Background
J.D. 2003

Certifications
Attorney's License, 2004065, 2003

Memberships
Academy of Legal Studies in Business, 2011
Academy of Legal Studies in Business, 2010
Arkansas Bar Association, 2010 (Inactive)

Work Experience

Academic Experience
Adjunct Faculty, Business Law, University of Central Arkansas (August, 2005 - May, 2007). Taught business law courses for undergraduate and MBA students. "MBA 6306 - Legal Environment of Business for Managers (Fall 2005, Spring 2007) - Graduate-level business law course designed to deepen MBA students' understanding of legal issues typically encountered by management personnel, such as contract law, intellectual property, employment discrimination, secured transactions, and bankruptcy, with an emphasis on ethical issues. "ACCT 3322 - Legal Environment of Business II (Spring 2006) - Advanced business law course for undergraduate business students to supplement the basic business law course by covering additional and more complex areas of the law, such as negotiable instruments; secured transactions; business organizations, including corporations, sole proprietorships, partnerships, and limited liability companies; and professional liability of accountants and other professionals.

Research Assistant, UALR William H. Bowen School of Law (May, 2001 - July, 2002). "Conducted legal research on criminal law topics related to legal ethics in criminal investigations for Professor Caseys use in writing a law review article, Regulating Federal Prosecutors: Why McDade Should be Repealed, 19 GEORGIA STATE UNIVERSITY LAW REVIEW 395 (2002).

Non-Academic Experience

National


Judicial Clerk, United States Court of Appeals for the Eighth Circuit (August, 2004 - October, 2004).

Law Clerk, Criminal Appeals Division, Office of the Arkansas Attorney General (January, 2003 - April, 2003). "Researched criminal issues on appeal and drafted briefs for the State, primarily in the areas of search and seizure, Miranda issues, and sufficiency of the evidence.

Law Clerk, Civil Litigation Division, Office of the Arkansas Attorney General (January, 2002 - April, 2002). "Researched legal issues in the areas of employment law, civil rights, and administrative law. "Reviewed and analyzed current legislation to update state agencies in their respective areas of the law. 

Student Development Specialist, University of Texas at Dallas (November, 1994 - February, 2000). As Service Learning Coordinator, performed the following: "Developed community service program for campus of approximately 9,000 students. "Planned and conducted educational activities related to volunteerism.

"Supervised local and national field trips and community service projects for students. All projects included an educational component to develop students understanding of the social and environmental issues involved. As Disability Services Coordinator, performed the following: "Responsible for compliance with the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. "Coordinated services and accommodations for approximately 300 students with disabilities, including personal and career counseling and academic accommodations. "Wrote departmental policies and procedures manual, student handbook, and related materials. "Managed annual budget of approximately $140,000. 

Special Services Coordinator, Northwest Technical Institute (January, 1992 - July, 1993). "Established new Special Services Department for students with disabilities and academic difficulties. "Counseled students, arranged services and accommodations for students with disabilities, hired tutors, and coordinated remedial learning program.

Consulting

2005: San Antonio College, San Antonio, Texas, Universal Success by Design: Supporting Technical Education Students with Disabilities, Featured as a consultant on legal issues relevant to students with disabilities in postsecondary education, including the Americans with Disabilities Act and the Rehabilitation Act of 1973, in an audio-visual media publication designed to provide information and training to instructors in colleges, universities, and other postsecondary institutions.

2004-2005: University of Texas-Pan American, Edinburg, Texas, Project Enhance, Provided information and training for student services professionals on legal issues relevant to students with disabilities in higher education, including the Americans with Disabilities Act, the Rehabilitation Act of 1973, the Family Educational Rights and Privacy Act (FERPA), and the Health Insurance Portability and Accountability Act (HIPAA).

Courses Taught

Courses from the Teaching Schedule: Business Ethics, Legal Environment of Business, Special Topics in Management

Intellectual Contributions:

Refereed Articles


Refereed Proceedings
Full Paper

Abstract Only

Presentation of Refereed Papers

National

Regional

State

Presentation of Non-Refereed Papers

State

Research Grants

Funded
2011: Cole, T. L., Arkansas Tech University Professional Development Grant ($1,906.00), Arkansas Tech University. Grant to attend Academy of Legal Studies (ALSB) 2011 Annual Conference, which provides a forum for the exchange of ideas, and encourages support and cooperation among those who teach and conduct research in the field of legal studies. I attended the ALSB 2011 Annual conference to increase my knowledge and skills as a professor of legal studies.

2007: Cole, T. L., Arkansas Tech University Professional Development Grant ($3,332.00), Arkansas Tech University. Grant funded to provide access to Westlaw legal research database. Cases, statutes, and other information obtained will be used for both research and instructional purposes.

**Working Papers**


**Service:**

**Service to the University**

**Department Assignments**

**Member:**

2007-2008: Management-Marketing Assessment Committee: Committee assessed the degree to which each course in the Management-Marketing curriculum incorporated class activities with respect to the following learning objectives: (1) critical thinking/problem solving; (2) quantitative skills; (3) technology skills; (4) ethical reasoning; and (5) communication skills.

**College Assignments**

**Faculty Advisor:**

2011-2012: College to Career Center Group Advising: Served as faculty advisor for group advising session for CCC on 3-29-12.

2011-2012: Student Participants in Governor's Cup Business Plan Competition: Served on Advisory Board for 'Robotic Tiller' student group entering Governor's Cup Competition. Contact student - Holly Naumann.

**Member:**

2011-2012: Faculty Development & Evaluation
2009-2010 – 2010-2011: Curriculum & Assessment
2008-2009: Curriculum Committee
2007-2008: Academic Honors & Student Affairs
2007-2008: Curriculum & Assessment

**Mentoring Activities:**


2010-2011: Students in Free Enterprise (SIFE): February 8, 2011. Served as a judge for SIFE students giving presentations to audition for the team that will represent SIFE at competition.

**Other Institutional Service Activities:**

2012: College of Business Awards Program: Presented scholarships to honor students at ATU Annual COB Awards Program, April 24, 2012.

2012: College of Business Spring Social: Attended COB Spring Social, hosted by College to Career Center on April 27, 2012, to assist with recruiting activities.

2011: Chamber of Commerce Reception: Attended Chamber of Commerce Reception at Rothwell Hall sponsored by College of Business and SBTDC. January 13, 2011.
2011-2012: College of Business Phone-a-thon: Participated in COB Phone-a-ton fundraising event. October 9, 2011 (training) and October 10 (Phone-a-thon).

**University Assignments**

**Faculty Sponsor:**
2010-2011: China Experience 2011: Spring 2011, assisted with recruiting students, teaching MGMT 4073 World Economic Systems, and organizing trip, then led 16 ATU students, alumni, and family members on 11-day educational trip to Shanghai and Beijing, China.

**Member:**
2011-2012: Library, Instructional Materials, and Equipment Committee
2009-2010 – 2011-2012: Academic Appeals Committee
2009-2010 – 2010-2011: Admissions, Academic Standards, and Student Honors Committee

**Mentoring Activities:**
2011-2012: Students in Free Enterprise (SIFE): January 31, 2012. Served as a judge for SIFE students giving presentations to audition for the team that will represent SIFE at competition.
2011-2012: Bridge to Excellence
2008-2009 – 2010-2011: Bridge to Excellence: Served as faculty mentor for group of 10 freshmen. Assistance provided included general information about the University, career counseling, and referrals to campus resources, such as tutoring services.

**Other Institutional Service Activities:**
2012: Working and Giving Together Faculty and Staff Campaign: Served as College of Business Ambassador for fund-raising campaign.
2009: Constitution Day Activities: Participated in public reading of the United States Constitution on campus as part of Constitution Day activities sponsored by History and Political Science Department.
2009-2010: Alcohol Awareness Week Mock Trial: Assisted Student Services in planning, organizing, and rehearsing DWI Mock Trial for Alcohol Awareness Week.

**Service to the Profession**

**Board Member: Advisory Board**
2004 – 2009: UALR William H. Bowen School of Law Alumni Board, The Alumni Board serves as a liaison between the UALR Law School and practicing members of the Arkansas Bar and serves in an advisory capacity to the law schools administration on issues such as fundraising efforts targeted at alumni and experiential learning programs for students., Little Rock, Arkansas.

**Reviewer - Article / Manuscript**
2010: Journal of Business Administration Online, Reviewed article submitted for publication in JBAO., Russellville, Arkansas.
Member: Committee/Task Force
2009 – 2012: UALR William H. Bowen School of Law Alumni Scholarship Committee, Reviewed scholarship applications and selected scholarship recipients in cooperation with committee members., Little Rock, Arkansas.
2010: Arkansas College Teachers of Economics and Business (ACTEB), Member - ACTEB Annual Conference Committee - helped to plan, organize, and conduct 2010 ACTEB Conference, hosted at Arkansas Tech University., Russellville, Arkansas.

Service to the Community

Chair of a Committee
2003: Delta Theta Phi Law Fraternity, Organized food and clothing drive to benefit the Salvation Army and the Arkansas Foodbank Network.

Other Community Service Activities
2012: River Valley Math Camp, Volunteered to teach math lessons and assist with camp activities at educational camp for children in grades 3-6.
2011: Great Arkansas Clean-up, Participated in 2011 Great Arkansas Clean-up by picking up trash at Russellville City Park. This annual event is held in conjunction with National Public Lands Day to promote civic awareness and action to clean and protect our environment.
2011: UALR William H. Bowen School of Law 2011 Moot Court Competition, November 21, 2011. Served as a judge for the UALR William H. Bowen School of Law 2011 Honorable Ben J. Altheimer Intramural Moot Court Competition. This is an educational activity for student enrolled in law school.
2003 – 2009: People for a Better Atkins, Assist with fundraising events for community support programs, such as Christmas food baskets for low-income families and senior citizens, and to provide scholarships for local students.
2005: All Saints' Episcopal Church, Prepared and served food for Hurricane Katrina Evacuees at Hughes Center in cooperation with other churches and community organizations.

Positions Held in Civic Organizations
2012: Girl Scouts of America, Assistant Troop Leader - Troop 6053
2010 – 2011: Girl Scouts, Assistant Troop Leader - Troop 6053
2008 – 2009: Girl Scouts, Assistant Troop Leader

Speech / Presentation at a Community Meeting
2010: Zeta Tau Alpha Sorority, Gave presentation to Zeta Tau Alpha sorority on legal liability issues associated with serving alcohol at social events. This was an invited presentation. Contact person - Kaylyn Hendricks.

Faculty Development

Assurance of Learning - Professional Development

Research-Related Conference/Seminar


**Instructional-Related Conference**

2011: EthicsGame Webinar. Participated in online training sessions for EthicsGame, Core Values, and the Ethical Lens Inventory to learn how to use these instructional tools for Business Ethics course. August 16-17, 2011. Russellville, Arkansas.


2007: Teaching Critical Thinking Skills Across the Curriculum Video Conference. Watched video conference, Teaching Critical Thinking Skills Across the Curriculum, with other members of the School of Business Management-Marketing Assessment Committee and discussed methods of incorporating critical-thinking activities into the business curriculum. Russellville, Arkansas.

**Other Professional Development**


**Professional Seminars / Workshops**


Technology-Related Training


Honors-Awards-Grants

Award
2010: Received College of Business Excellence in Teaching Award Arkansas Tech University College of Business.
Marc A. Fusaro, Ph.D.
Assistant Professor
Accounting and Economics Dept
College of Business
mfasaro@etu.edu

Academic Background
Ph.D. Northwestern University, Evanston, IL, Economics, 2004

Work Experience

Courses Taught

Courses from the Teaching Schedule:  Honors Princ Of Economics I, Intermediate Microeconomic Theory, Money and Banking, Principles of Economics I

Intellectual Contributions:

Refereed Articles

Book Chapters

Refereed

Presentation of Refereed Papers

International
Protection Programs. International Industrial Organization Conference, Atlanta, Georgia.

**National**


**Regional**


**State**


**Presentation of Non-Refereed Papers**

**National**


**Regional**


**State**


**Working Papers**


Fusaro, M. A. (2010). "Revisiting Bank Market Concentration: Don't Forget about Credit Unions".

Service:

Service to the University

College Assignments

Member:
- 2011-2012: Strategic Planning Committee
- 2009-2010 – 2011-2012: Faculty Development & Evaluation
- 2009-2010 – 2010-2011: Curriculum & Assessment

Faculty Development

Research-Related Conference/Seminar

Technology-Related Training
- 2009: Sedona Training. SEDONA training conducted by the faculty development committee (Stephen Jones) and Sherry Boddie on November 11, 2009. Russellville, Arkansas.

Last updated by member on 24-Feb-12 (02:25 PM)
Debra Hunter, Ph.D.  
Assistant Professor  
Accounting and Economics Dept  
College of Business  

Academic Background  
Ph.D. Louisiana Tech University, 2004  
M.B.A. Baylor University, Waco, TX, 1985  
B.S. Louisiana College, Pineville, LA, Accounting, 1984  

Certifications  
Certified Public Accountant (inactive), 18018, 1986-Current  

Work Experience  
Academic Experience  
Assistant Professor of Accounting, Arkansas Tech University (August, 2011 - Present). Taught 21 hours each year (three classes in fall semester and four in spring semester), served on assigned committees, and advise accounting majors.  
Assistant Professor of Accounting, University of Southern Indiana (August, 2008 - July, 2011). Taught nine hours each semester, served on assigned committees, and advised accounting majors.  
Assistant Professor of Accounting, University of Southern Indiana (August, 2008 - July, 2011). Taught nine hours each semester, served on assigned committees, and advised accounting majors.  
Associate Professor of Accounting, Kentucky Wesleyan College (August, 2005 - May, 2008). Taught 12 hours each semester, served on various college committees, advised business majors.  
Assistant Professor of Accounting, Louisiana College (August, 1999 - July, 2005). Taught 12 hours each semester, served on various college committees, served as chairman of the Department of Business (last year only) and advised accounting majors.  
Graduate Teaching Assistant (Sept 1996 - Aug 1998) and full time instructor (Sept 1998 - Aug 1999), Louisiana Tech University (September, 1996 - August, 1999). Taught either one or two accounting classes each quarter as a graduate teaching assistant. Taught eight classes over three quarters and advised accounting majors during preregistration as a full-time instructor. Classes taught included Accounting Principles I & II, Cost Accounting, and Accounting for Non-Business majors.  
Teaching Assistant, University of Georgia (September, 1995 - March, 1996). Taught one section of Principles of Accounting I in the fall quarter and two sections in the winter quarter.  

Non-Academic Experience  
National  
Contract Employee, Midway Airlines (January, 1995 - September, 1995). Drafted internal control policies for certain functions within the company and prepared audit workpapers for the external auditors; assisted with other projects as needed.  
Manager - General Accounting at Famous Barr, The May Department Stores Company (September, 1989 - November, 1994). Corporate Auditor at May Corporative from Sept 1989-Sept 1990; traveled to various store company divisions and performed a variety of operational and financial audits. Manager of Control & Shortage
at May Corporate from Sept 1990 - Oct 1992; maintained and coordinated updates of the corporate-wide internal control manuals, served as a corporate-division liaison with the divisional shortage/security/accounts payable departments, prepared capital budget requests for divisional shortage and security needs and submitted performance results of those investments back to the capital budget committee, and produced special reports as needed by senior management. Manager - General Accounting at Famous Barr from Oct 1992 - Nov 1994; coordinated the semi-annual budget process, prepared audit schedules, generated inventory reports for senior management, assisted in the month-end and year-end closing process, prepared balance sheet reconciliations, supervised staff responsible for cosmetic reporting, departmental operating reports, etc.


Courses Taught

Courses from the Teaching Schedule: Accounting Principles I, Advanced Accounting I

Courses taught, but not in the Schedule: Auditing, Cost Accounting, Intermediate Accounting I and Intermediate Accounting II

Intellectual Contributions:

Refereed Articles


Presentation of Refereed Papers

National


Other Research Activities

Discipline-Based Scholarship


Service:

Service to the University

College Assignments

Member:

2011-2012: Instruction Resource
2011-2012: Curriculum Committee

Faculty Development

Professional Seminars / Workshops
   Albuquerque, New Mexico.

Honors-Awards-Grants

Award
2008: Allied Academies 2008 Fall Conference.
Stephen C. Jones, Ph.D.
Assistant Professor
Management and Marketing Dept.
College of Business

Professional Interests

Research Interests
Entrepreneurship, Ethics and Social Responsibility, Organizational Strategy

Teaching Interests
Management, Strategy & Policy, Small Business & Entrepreneurship

Academic Background
Ph.D. University of North Texas, Denton, TX, Organizational Theory, 1998
M.B.A. Missouri State University, Springfield, MO, 1989
M.A. University of Missouri, Columbia, MO, Spanish, 1983
B.S. Pittsburg State University, Pittsburg, KS, Speech & Theater / Spanish, 1981

Memberships
Allied Academies: Academy of Entrepreneurship, 2010
Association for Small Business & Entrepreneurship, 1999

Work Experience

Academic Experience
Assistant Professor of Management, Arkansas Tech University (August, 2005 - Present).
Assistant Professor of Management, Missouri State University (August, 2000 - August, 2005).
Assistant Professor of Business, College of the Ozarks (August, 1997 - December, 2000).
Chair, Department of Business, Rochester College (August, 1993 - June, 1997).

Non-Academic Experience

National
Director, SMSU Student Art Gallery (August, 1987 - May, 1989). Managed all operations of the campus student art gallery with a staff of about 6 students. Responsible for scheduling, marketing and managing 6-10 shows annually.

Courses Taught
Courses from the Teaching Schedule: Business Policy, Entrepreneurial Development, Management and Organizational Behavior, Small Business Management, Special Topics in Management, Special Topics in Marketing
Intellectual Contributions:

Refereed Articles


Refereed Proceedings
Full Paper

Abstract Only
Entrepreneurship.


**Non-Refereed Articles**


**Presentation of Refereed Papers**

**National**


**Presentation of Non-Refereed Papers**

**International**


**National**


**Regional**


**Research Grants**

**Funded**

2010: Jones, S. C., Mason, K., & Benefield, M., Customer Perceived Service Quality in the Fast Food Industry ($1,579.00), Arkansas Tech University - Faculty Development. Using undergraduate students as consumer subjects, this study examines consumer behavior in the fast food industry from marketing, management, and economics perspectives. Specifically, our study takes a comprehensive approach to determining both expected preferences and realized preferences, including 228 separate subject meal experiences. From a marketing perspective, this study explores how consumer's satisfaction levels can lead to customer retention and loyalty. Using the SERVQUAL dimensions of service quality, to measure customer satisfaction levels we explore management practices which can lead to customer loyalty, and thus, higher profitability. Also, from a economics perspective, this study looks at differences in consumer choices based upon price sensitivity considerations.

2009: Jones, S. C., Developing Entrepreneurial Programs in Romania ($1,500.00), Arkansas Tech University - Faculty Development. Romanian entrepreneurship education is still in its early stages. Soviet-era education did not develop the theoretical nor the practical methods of teaching this capitalist concept to those interested in the field of business. Current Romanian educators have expressed interest in earning about entrepreneurial education, and to that end one conference has asked me to be a keynote speaker on the development of educational activities to do just that. Additionally, one of my co-writers (Daniel Glaser-Segura) and I will present a paper that continues to explore the differences and similarities of Romanian and American business students in their attitudes toward small business (note the paper currently under review using that research which was funded by an earlier ATU PDF grant). Finally, Dr. Glaser-Segura and I will begin discussions of cross-border research efforts with Romanian faculty while we are in-country.

2006: Jones, S. C., Research on Romanian Entrepreneurship & Quality Management ($4,230.00), Arkansas Tech University - Faculty Development. This project is intended as research only with the purpose of better
understanding the nature of entrepreneurship and quality management activities among business persons and business students in Romania. Participants will be asked to answer a series of standardized survey items on either entrepreneurship or quality management. No other experimental procedures will be required of any participant. While minimal demographic information will be requested of each participant, no participant will be required to provide unnecessary personal information. The average expected time to complete a survey will average between 15 and 60 minutes, depending upon which survey is being completed.

Papers Under Review


Working Papers


Service:

Service to the University

College Assignments

Chair:

2011-2012: Curriculum Committee
2009-2010 – 2010-2011: Faculty Development & Evaluation
2008-2009: Faculty Development Committee

Member:

2011-2012: Assurance of Learning
2010-2011 – 2011-2012: Strategic Planning Committee
2009-2010: Strategic Planning
2008-2009: Strategic Planning Committee
2007-2008: Strategic Planning
2006-2007: Faculty Development & Evaluation
2005-2006: Instructional Resources
2005-2006 – 2007-2008: Academic Honors & Student Affairs

Service to the Profession

Officer: Organization / Association

2011: Association for Small Business & Entrepreneurship, President, Savannah, Georgia.
2010: Association for Small Business & Entrepreneurship, President-Elect, Fort Worth, Texas.
2009: Association for Small Business & Entrepreneurship, Vice President: Programs, San Antonio, Texas.
2008: Association for Small Business & Entrepreneurship, Vice-President: Membership, Albuquerque, New Mexico.

Service to the Community

Chair of a Committee

2007 – 2010: Equestrian Zone, I am President of the Board of Directors. From the brochure: 'Equestrian Zone is a 501(c)(3) non-profit organization, pending application, that provides therapeutic riding and hippotherapy to individuals with disabilities. We serve children and adults with a wide diversity of physical, cognitive, mental and emotional disabilities.'
Other Community Service Activities

2003 – 2004: Ozark Youth Soccer - Sponsor, Sponsored youth soccer league teams each fall and spring season. Average number of youths on a team was 7-12.
1999 – 2004: Ozark Youth Soccer - Coach, Coached one to two teams each fall and spring season. Average number of youths on a team was 7-12.

Faculty Development

Research-Related Conference/Seminar

2002: South Dakota International Business Conference. Annual conference on international business topics with students and faculty from the U.S., China, the U.K. and other nations. Rapid City, South Dakota.

Instructional-Related Conference


Other Professional Development

2006: Research on Romanian Entrepreneurship & Quality Management. Grant funded trip to begin a research stream on specific Romanian business practices and to establish a relationship with university personnel with the aim of further future academic experience. Bucharest, Romania.
2006: Faculty and Student Exchange Development in Mexico. Assessment trip to Queretaro to appraise the possibility of developing future student trips and exchanges. Queretaro, Mexico.
1999: Faculty and Student Exchange Development in Bulgaria. 9-day trip to assess the development of a formal faculty and student exchange program with a Bulgarian university system. Sofia and Plovdiv, Bulgaria.

Professional Seminars / Workshops

2011: AASCB Curriculum Development Series: Critical Thinking. The seminar will help participants to differentiate between two principle approaches to critical thinking, one focusing on overcoming logical fallacies and one focused on overcoming biases in problem formulation. Tampa, Florida.
2011: AASCB Curriculum Development Series: Design Thinking for Creativity, Innovation & Transformation. Through a series of thought-provoking exercises and discussions, this workshop will demonstrate the power of design in addressing complex management issues. Tampa, Florida.

Technology-Related Training

Honors-Awards-Grants

Award
2010: Best Paper Award Allied Academies - Academy of Entrepreneurship.
2009: Outstanding Paper Award - Runner-Up Association for Small Business & Entrepreneurship.
Professional Interests

Research Interests
Consumer Information Processing

Teaching Interests
Marketing Strategy and Consumer Behavior

Academic Background
Ph.D. University of Arkansas at Fayetteville, Fayetteville, Arkansas, (Marketing), 1995
M.B.A. University of Arkansas at Fayetteville, Fayetteville, Arkansas, (Finance), 1986
B.A. Arkansas Tech University, Russellville, Arkansas, (Bus. Admin.), 1982

Memberships
American Marketing Association
Association of Marketing Educators
Beta Gamma Sigma Honor Society
Southwestern Marketing Association

Work Experience

Academic Experience
Head, Management & Marketing Department, Arkansas Tech University (2003 - Present).
Professor of Marketing, Arkansas Tech University (2002 - Present).
Associate Professor of Marketing, Arkansas Tech University (1996 - 2002).
Assistant Professor of Marketing, Arkansas Tech University (1991 - 1996).
Instructor of Business Administration, Arkansas Tech University (1986 - 1989).

Non-Academic Experience

National
Store Manager, Zales Jewelry (1986 - 1986).
Assistant Manager, Zales Jewelry (1985 - 1985).

Paid Service
1990: Rheem Rudd Corporation, Conducted an Employee Discipline Seminar, Rheem Rudd Corp., Fort Smith, AR.

Courses Taught


Other Teaching Activities

Course (Existing) - Compensated Redesign
2006 - Course (Existing) - Compensated Redesign. Buad 1003 - Introduction to Business Systems

Intellectual Contributions:

Refereed Articles


Refereed Proceedings

**Full Paper**


**Abstract Only**


Jones, S. C., Benefield, M., & Mason, K. H. (2011). Fast Food Satisfaction: How Do the locals Stand Up to the
Chains? Association for Small Business & Entrepreneurship.

Presentation of Refereed Papers

**National**


**Regional**


Research Grants

**Funded**

2010: Jones, S., Mason, K. H. , & Bennefield, M., Arkansas Tech Faculty Research Grant, Arkansas Tech University Faculty Research Grant. Received $1,580.00 for research project entitled 'Customer Perceived Service Quality in the Fast Food Industry.'

Service:

Service to the University

**Department Assignments**

**Chair:**

2003-2004 – 2005-2006: Faculty Search Committee

**Member:**

2012-2013: Management and Marketing Teaching Peer Review Committee


1992-1993: Faculty Search Committee

**Mentoring Activities:**

2006-2007: New Faculty Mentor for Jim Walton

2004-2005: New Faculty Mentor - Andrew Cannon

2001-2002: New Faculty Mentor - Rod Ruble

1997-1998: New Faculty Mentor - Erin Dickerson

**College Assignments**

**Chair:**

2012-2013: Faculty Development Committee: Develop programs to enrich faculty scholarship and online course development
2011-2012: Business Data Analytics Faculty Search Committee
1999-2000 – 2000-2001: Teaching Peer Review Committee

Faculty Advisor:

Faculty Sponsor:
2000-2001: Arkansas Tech University School of Business: Sponsored 8 school of business students as they attended the International Association of Business Communications: ‘A Real World Education In A Day’ Workshop in Little Rock, AR. (Spring 1999). This workshop was designed to helped students: (1) develop better interviewing skills; (2) understand how to develop resumes & portfolios; (3) know what to expect during the first year on the job; and (4) prepare for a career. The students were allowed to shadow a business professional at their place of business for an afternoon.

Member:
2012-2013: College to Career Center Faculty Liaison
2012-2013: Instructional Resource Committee: Work to identify faculty office, classroom and scholarship needs
2012-2013: COB Associate Dean Search Committee
2011-2012: Strategic Planning Committee
2011-2012: College of Business College to Career Staff Search Committee: Work to hire 3 positions and help to develop Success Center processes and responsibilities.
2011-2012: Small Business & Technology Development Center Search Committee: Work to hire a SBTDC director
2010-2011: Accounting Department Faculty Search Committee: Served on the committee that designed to fill an Accounting faculty position.
2010-2011 – 2011-2012: Strategic Planning Committee
2009-2010: Strategic Planning
2008-2009: School of Education Student Appeals Committee: Consider education student appeals and make recommendations to the Dean of Education.
2008-2009: Strategic Planning Committee
2007-2008: School of System Science Department Head Search Committee: Serve on search committee for vacant Head of Computer Information Systems department at ATU.
2000-2001 – 2001-2002: Faculty Development Committee
1999-2000: Ad Hoc Student Placement Committee
1993-1994: Curriculum Committee
1992-1993: Ad Hoc Communication Assessment Committee

Other Institutional Service Activities:
2009-2010: University Search Committee for ATU Small Business and Technology Development Center: Committee hired a director and a program coordinator.
1999-2000: Arkansas Tech School of Business: Made presentations to students at Deer High School concerning marketing careers/opportunities and how ATU can prepare them for a career in marketing.

University Assignments
Assurance Of Learning - Institutional Service:


Chair:

2009-2010: Career Services Search Committee: Served on an ad hoc university committee charged with filling the Administrative position of Assistant Director of Career Services.

Faculty Advisor:

2004-2005: Honors Student (Aubrey Mos) Research Project on Corporate Sponsorship
2003-2004: Honors Student (Jared Mayer) Research Project 'A Profile of Online Shoppers'
2002-2003: Honors Student (Kara Jones) Research Project 'Academic Integrity'

Faculty Sponsor:

2002-2003: Helped MTV organize volunteers for the 'MTV Campus Invasion Tour' on Tech campus

Member:

2012-2013: Faculty Salary, Benefits and Awards
2012-2013: Faculty Senate
2011-2012: University Student Undergraduate Research Grant Selection Committee
2010-2011: University Undergraduate Research (SURF) Grant Selection Committee: Evaluated faculty/student research proposals and awarded funds for approved proposals.
2009-2010: University Undergraduate Research (SURF) Grant Selection Committee: Evaluated faculty/student research grant proposals and awarded grants to approved proposals.
2009-2010: Small Business and Technology Development Center Search Committee: Served on the search committee for a SBTDC director and program coordinator positions
2008-2009: University Professional Development Grant Selection Committee
2008-2009: Arkansas Depart of Higher Education (ADHE) Ad Hoc Arkansas Course Transfer System (ACTS) Committee: ACTS was created by the legislature in 2005 by Act 672 to strengthen and expand transfer agreements among Arkansas' public colleges and universities. The courses included in ACTS meet minimum course requirements for transferability. After Act 672 became law, General Education Faculty Committees were formed to establish course descriptions, learning outcomes, and minimum standards for expected student outcomes for each of the 88 courses in ACTS.
2007-2008: Freshman Orientation Course Committee: As part of a emphasis on retention, this university committee will explore the development of a new Freshman Orientation Course for the university.
2007-2008: University SURF Grant Appropriation Committee
2007-2008: University Accreditation Self-Study Task Force
2006-2007: Strategic Planning Task Force
2003-2004: Focus Group for Student Retention
2002-2003: Faculty Salary, Benefits, and Awards Committee
2002-2003: Focus Group for Tech promotional material
2002-2003: Sabbatical Committee
2002-2003 – 2003-2004: Faculty Insurance Committee
2001-2002: University Ad Hoc Enrollment Management Committee
2001-2002: Admissions, Academic Standards & Student Honors Committee
2001-2002 – 2004-2005: Faculty Senate Committee
1998-1999: Admissions, Academic Standards, and Student Honors Committee
1998-1999: Athletic Committee
1997-1998: Sabbatical Committee
1995-1996: Strategic Planning Committee

Other Institutional Service Activities:
2002-2003: Journal of Business Administration Online: Co-Editor
1995-1996: Arkansas Tech University Residence Life: Aided ATU's Resident Life and Services in the collection and analysis of a survey that examined the feasibility of developing an apartment complex on the ATU campus.

Service to the Profession

Editor: Associate Editor

Service to the Community

Other Community Service Activities
2003: Russellville Chamber of Commerce, Helped Chamber of Commerce in the development of ideas for promoting a Downtown Development fund raiser
2002: Students in Free Enterprise, Helped SIFE students on a consumer satisfaction project for CiCi's Pizza in Conway.
2000: Transnational Outdoor Power Incorporated, Helped conduct a survey research project for Transnational Outdoor Power Incorporated. As a Marketing Research class project, we surveyed retailers of ATV (All Terrain Vehicles) across the nation, to determine their awareness about products offered by Transnational Outdoor Power, Incorporated
1994: River Valley Weekly, Conducted a media usage study for a local direct marketer, the River Valley Weekly.
1993: Dardanelle State Park, Conducted a camper perceptions study for the Dardanelle State Park.

Speech / Presentation at a Community Meeting
2009: Arkansas Tech Marketing Club Community Outreach Series, Conducted a seminar for the Arkansas Tech Marketing Club. The purpose of the seminar was to teach members of the local community how to Develop a Marketing Plan.

Faculty Development

Assurance of Learning - Professional Development
2010: Arkansas Tech University. Attended Arkansas Tech Assessment and Curriculum Workshop at LakePoint Conference Center. Dr. Carey Roberts (university assessment director) discussed university assessment activities and methods. Ms. Tammy Rhodes (university registrar) discussed the curriculum change process and how that process must be associated with assessment activities. Russellville, Arkansas.
2007: Arkansas Tech University Management and Marketing Departmental Workshop. Attended a Management and Marketing Departmental workshop designed to identify ways to teach critical thinking skills in various classes required in the ATU management and marketing major curriculum. Russellville, Arkansas.

Research-Related Conference/Seminar
in New Orleans, Louisiana. At the meeting, I presented a paper (co-authored with Dave Roach) entitled 'Product Experience and Product Rating Accuracy' that was published in the conference proceedings. New Orleans, Louisiana.


**Instructional-Related Conference**

2005: Arkansas Tech University Departmental Meeting. Attended an Arkansas Tech University workshop entitled 'Generational Learning' which explored various learning methods used by students of different generations. This workshop was sponsored by the ATU Accounting Department. Russellville, Arkansas.

1998: Arkansas Tech University Workshop. Attended an Arkansas Tech University workshop entitled 'PowerPoint on the Net'. This workshop enhanced my technology skills allowing me to more effectively use PowerPoint for conference presentations. Russellville, Arkansas.

**Other Professional Development**

2010: Arkansas Tech College of Business Faculty Development Workshop. Dr. Bill Hardgrave, founder and director of the RFID Research Center at the University of Arkansas made a presentation on how Radio Frequency Identification is leading to efficiencies in Retailing and Operations Management. Russellville, Arkansas.

**Professional Seminars / Workshops**


2006: AASCB International Conference. Attended AASCB 'International Conference and Annual Meeting' in Memphis TN to learn how to integrate international perspectives into the courses that I teach. Memphis, Tennessee.


**Technology-Related Training**

2010: Arkansas Tech College of Business Faculty Development Workshop. Participated in a College of
Business Faculty Development Committee workshop on how Tegrity software can be used to capture class
delivery to be used as in online classes and as review material for face-to-face lecture classes. Russellville,
Arkansas.

2009: Arkansas Tech College of Business Faculty Development Workshop. The College of Business Faculty
Development Committee presented a workshop on using Sedona as a means of maintaining current faculty
activity information in an electron format. Russellville, Arkansas.

2008: Arkansas Tech School of Business Faculty Workshop. Attended Arkansas Tech University School of
Business workshop on using Banner tools for advising effectiveness. Mrs. Tammy Rhodes (ATU Registrar)
showed the School faculty how to use Banner to conduct student degree audits and also how to access and
use online student folders created by the registrar’s office. Russellville, Arkansas.

1999: Arkansas Tech University Departmental Meeting. Attended several Arkansas Tech University
interdisciplinary workshops on utilizing causal modeling methods (LISREL) for research. These meetings were
sponsored by the Business and Economics Department of ATU. Russellville, Arkansas.
David W. Roach, Ph.D.
Professor
Management and Marketing Dept.
College of Business
droach@atu.edu

Academic Background
Ph.D. University of Arkansas, Fayetteville, AR, Business Administration, 1991
M.B.A. University of Arkansas, Fayetteville, AR, 1983
B.A. University of Arkansas, Fayetteville, AR, History, 1981

Memberships
Academy of Management
Southern Management Association

Work Experience
Academic Experience
Professor of Management, School of Business, Arkansas Tech University (1983 - Present).
Head, Department of Business and Economics, Arkansas Tech University (2000 - 2003).

Courses Taught
Courses from the Teaching Schedule: Business Statistics, Human Behavior in Organizations, Internship
I in Management, Special Topics in Management

Courses taught, but not in the Schedule:
Human Behavior in Organizations, Management and Organizational Behavior, Personnel and Human Resources
Management, Production and Operations Management, Special Topics: Statistical Quality Control and
Improvement, Special Topics: Emerging Trends in Management

Intellectual Contributions:

Refereed Articles
Roach, D. W., Mcgaughey, R. E., & Downey, J. P. (2012). Selecting a business major within the College of

major: The case of information systems. Journal of Information Technology Education.

Business Information Systems.


Education.
Administration Online, 5 (2).

Refereed Proceedings

Full Paper


Abstract Only


Presentation of Refereed Papers

Regional


Service:

Service to the University

College Assignments

Chair:
2007-2008: Curriculum & Assessment
2006-2007: Peer Review - B & E
2004-2005: Faculty Development and Evaluation

Member:
2011-2012: Faculty Development & Evaluation
2010-2011 – 2011-2012: Assurance of Learning
2008-2009: Peer Review - Mgmt & Mktg

University Assignments

Member:
2001-2002: University Technology Committee
2000-2001: University Assessment Committee

Service to the Profession

Academic Conference: Discussant
1995: SMA.

Academic Conference: Panelist
1997: National DSI.

Faculty Development

Assurance of Learning - Professional Development
2008: AACSB Assessment Seminar, Tampa, Pennsylvania.

Honors-Awards-Grants

Award
1997: Outstanding Scholarship Award, Arkansas Tech University.
1988: Best Paper Award for Organizational Change and Development Division, National Academy of Management.
1981: Fulbright Award for Academic Excellence, Department of History, University of Arkansas.
Professional Interests

Research Interests
Impact of information technology on individuals, groups, organizations; assessment, teams and collaborative work; virtual teams; organizational development and behavior; ethics; cross-disciplinary studies, pedagogy

Teaching Interests
Management of IS/IT, proj mgmt, business process improvement, e-commerce, business leadership, teams and collaborative work efforts, application programming, Web applications, ethical and social issues, organizational behavior and development

Academic Background
Ph.D.  University of North Texas, Denton, TX, Business Computer Information Systems, 1997
M.B.A.  University of Arkansas, Fayetteville, AR, 1987
B.S.  Arkansas Tech University, Russellville, AR, Computer Science, math option, 1980

Memberships
Southwest Decision Sciences Institute, 2011
Project Management Institute, 2008
Association for Information Systems, 2000-2010 (Inactive)
Alpha Iota Delta, Decision Science Honor Society, Nu Tau Chapter, 1995
Beta Gamma Sigma National Honor Society, Arkansas Alpha Chapter, 1988
Alpha Chi National Honor Society, Arkansas Kappa Chapter, 1980

Work Experience

Academic Experience
Associate Professor of Management Information Systems, Arkansas Tech University (September, 2002 - Present).
Associate Professor of Computer Information Systems and Management, Dowling College (September, 1995 - August, 2002).
CIS Department Coordinator, Dowling College (September, 1997 - August, 1999).
Teaching Fellow, Business Computer Information Systems Department, University of North Texas (June, 1994 - May, 1995).
Assistant Instructor, Computer Audit Specialist Training Program (U.S.IRS and U.S. Customs Service), UNT (July, 1990 - May, 1995).
Teaching Assistant, BCIS Department, UNT (September, 1991 - May, 1993).
Research Assistant, BCIS Department, UNT (September, 1990 - May, 1991).
Teaching Fellow, Business Computer Information Systems Department, University of North Texas (September, 1988 - December, 1988).
Assistant Professor, Computer and Management Science Department, Arkansas Tech University (June, 1988 - August, 1988).
Instructor, Computer and Management Science Department, Arkansas Tech University (August, 1982 - May, 1988).
Chair, Business Data Processing Department, Capital City Business College (June, 1981 - October, 1982).

Non-Academic Experience

National
Consultant to NAFTA Intermodal Transportation Institute, Dowling College (November, 1997 - August, 1998).

Courses Taught

Courses from the Teaching Schedule: Management Information Systems, Management Productivity Tools, Managerial Issues in Electronic Commerce, Managerial Process Analysis, Project Management, Project Management (Doctoral), Special Topics in Management

Courses taught, but not in the Schedule:

Other Teaching Activities

Course (New) - Creation/Delivery: Conventional
2005 - Course (New) - Creation/Delivery: Conventional. Collaborated with Dr. Loretta Cochran to create the Managerial Process Analysis course. We team taught it the first year it was offered (as a special topics course).
2003 - Course (New) - Creation/Delivery: Conventional. Developed and taught a special topics course in Decision Support Systems. This course is a survey of theory, practice, and technology support in decision making in a business management context. I offered the course as both an undergraduate business course and a graduate course for the Masters in Information Technology program in the Computer and Information Sciences Department
2003 - Course (New) - Creation/Delivery: Conventional. Created and taught Managerial Productivity Tools. This course was designed to provide students with advanced training in the use of information technology for solving business problems. Software packages used include Excel, Access, MS Project, and Dreamweaver.
2002 - Course (New) - Creation/Delivery: Conventional. Completed a major course re-design for Managerial Issues in Electronic Commerce. This course is a study of managerial issues and strategies involved in Internet-based buying and selling activities. The course examines appropriate business models and best practices in generating revenue, market share, and profit from wholesaling and retailing activities in business-to-consumer, business-to-business, and consumer-to-consumer venues. Topics include initiation and management of electronic commerce operations, technological infrastructure and tools, marketing, customer relationship management, electronic payment, security, staffing, social impacts, ethics, regulation, and international markets.

Student Assign-Independent Studies
2009 - Student Assign-Independent Studies. 4 students. Laptop Recycling Project - ATU project support and Tulane Business Plan Social Entrepreneurship

Student Collabor: Co-Presenter at Prof Meeting
2009 - Student Collabor: Co-Presenter at Prof Meeting. 1 student. Collaborated with Ms. Hannah McCormick, student, and Dr. Loretta Cochran on a research project which resulted in a paper presented at the 59th Annual Meeting of ACTEB. Project title: 'Turnitin and SafeAssign: Another Look'
2005 - Student Collabor: Co-Presenter at Prof Meeting. 2 students. Collaborated with Ms. Crystal Washington (student), Megan Judy (student), and Dr. Loretta Cochran on a biodiesel plant business plan. Project resulted in placing third in the undergraduate portion of the Donald W. Reynolds 2005 Governor's Cup Business Plan Competition (River Valley Biodiesel), two papers presented at two conferences with Ms. Washington ('Business Plans: A Multidisciplinary Approach.' The International Academy of Business and Public Administration Disciplines (IABPAD). Dallas, TX on May 23-25, 2005. 'Profit Point Identification for BioDiesel' at Society of Business, Industry, and Economics (SOBIE)). Ms. Judy presented at the 6th Annual Seniors Honors and Undergraduate Research Symposium (Arkansas Tech University, April 21, 2005).

Thesis / Dissertation Committee - Member
2008 - Thesis / Dissertation Committee - Member. 1 student. Outside Reader, Masters Thesis of Ms. Jessica Lowther, Emergency Administration & Management Department, Arkansas Tech University

Innovations in Course Content / Presentation
2003 - Innovations in Course Content / Presentation. Team-taught with Prof. Bill Harmon: MGMT 4073 Special Topics Contemporary Leadership and Ethics for the 21st Century

Other Teaching Activities

Intellectual Contributions:

Refereed Articles


**Refereed Proceedings**

**Full Paper**


Mayer, J., Mason, K., & Troloy, L. K. (2004). A Profile of Online Shoppers. Southwest Business Symposium, University of Central Oklahoma, Edmond, OK, USA:.


**Presentation of Refereed Papers**

**International**


Conference, Boston, Massachusetts.

National

Regional

Presentation of Non-Refereed Papers

State

Research Grants

Funded
2009: Troboy, L. K., Information and Communication Technology Assessment Benchmark ($5,000.00), ATU
Professional Development Committee. Professional Development Grant to attend the Fifteenth Americas Conference on Information Systems (AMCIS), San Francisco, California August 6-9.

2008: Troboy, L. K., A study of student proficiency in information and communication technology skills ($5,000.00), ATU University Assessment Committee. Funding for iSkills instrument from Educational Testing Service (ETS) to support continuing assessment of student information technology and communication skills.

2007: Troboy, L. K., Project Management: Competencies and Structure Including an Introduction to PMI's A Guide to the Project Management Body of Knowledge, ($3,888.00), ATU Professional Development Committee. I received a professional development grant to attend a four day seminar covering the current requirements, topics, and body of knowledge in the area of professional project management. The seminar was titled 'Project Management: Competencies and Structure including an Introduction to PMI's A Guide to the Project Management Body of Knowledge (PMBOK Guide)'. This seminar was offered by the Project Management Institute, the premier professional organization and certifying authority for practitioners in this discipline. The grant was intended to assist me in preparing to teach a senior-level business course and a graduate-level engineering course on this topic in Spring 2008. My objective in attending this seminar was to update and extend my current knowledge about the management of software development projects to more general project areas. The grant also paid for an annual membership fee (reducing the cost of the seminar) which provides additional publications and access to information that can be used in preparation for the project management course.

2004: Cochran, L. F., Troboy, L. K., & Roach, D. W., Profit Point Identification for BioDiesel ($2,600.00), Undergraduate Research Grant from Arkansas Tech University.

2004: Troboy, L. K., Cochran, L., & Roach, D., Pedagogical Effectiveness of Tablet PCs ($2,000.00), ATU University Assessment Committee. This project is investigating whether the delivery mechanism (tablet pc, e-book on a desktop pc, or a physical textbook) has an impact on student performance. It also looks at whether there is an interaction between learning style and delivery mechanism.

**Working Papers**


**Other Research Activities**

**Discipline-Based Scholarship.**

2007: Research-in-Progress. The impact of power and perception on self and peer ratings in a management class. Work in progress: writing article.

**Learning & Pedagogical Scholarship.**

2007: Research-in-Progress. Identification of individual characteristics of early adopters of information technology.

2007: Research-in-Progress. Effectiveness of expert raters in evaluating text passages. Work in progress: writing article on technique for grading essays and papers designed to stimulate and evaluate critical thinking and improving writing skills.

2007: Research-in-Progress. Pedagogical Effectiveness of Tablet PCs. Work in Progress: analyzing data collected spring and fall 2005 to assess differences in strategy, thinking skills, and learning style among student responses to a set of questions about two essays in which some students used paper and pencil, some students used a desktop computer, and some students used a tablet pc.

**Service:**

**Service to the University**

**Department Assignments**

**Mentoring Activities:**

2005-2006: Faculty Mentor: Faculty mentor to Dr. Stephen Jones

**Student placements:**
2011: Assisted with the placement of Caleb Morrow at Acxiom.

**College Assignments**

**Chair:**
- 2011-2012: Faculty Development & Evaluation

**Faculty Sponsor:**
- 2004-2005: Reynolds Governor’s Cup Arkansas Business Plan Competition: With Dr. Loretta Cochran. Students won 3rd place in state-wide undergraduate competition

**Member:**
- 2011-2012: Instruction Resource
- 2009-2010: Peer Review - Mgmt & Mktg
- 2009-2010 – 2010-2011: Instructional Resources
- 2008-2009: Instructional Resources Committee
- 2007-2008: Peer Review - B & E
- 2007-2008: Curriculum & Assessment
- 2005-2006: Strategic Planning
- 2002-2003: Faculty Development and Evaluation

**Other Institutional Service Activities:**
- 2011: Development of the Business Data Analytics major: Participated in the development of the Business Data Analytics major with major contributions to the proposal and coordinating with affected departments in other colleges, and authoring five course proposals.
- 2010-2011: Presentation for the Marketing Club: Preparing for Interviews Using Concept Maps Workshop - Spring 2011: Presented an evening workshop to interested students by invitation of the Marketing Club
- 2008-2009: Hosted visit by Dr. Bill Hardgrave. Spring 2009: Arranged and hosted guest speaker: Dr. Bill Hardgrave, Prof. of MIS at U of A Fayetteville. ‘Leading Edge Trends in RFID’ for classes (College of Business, Computer & Information Sciences Department, and Computer Engineering Department) and College of Business Distinguished Lecture Series.
- 2008-2009: MindMaps as Resumes. Fall 2008.: Presentation to School of Business students, sponsored by Marketing Club
- 2008-2009: Practical Project Management: Presentation to SIFE
- 2008-2009: SIFE Board of Advisors
- 2007-2008: MindMaps as Resumes: Preparation and Confidence Is Key: Presentation with Bill Harmon to School of Business students, sponsored by Marketing Club

**Writing Student Recommendations:**
- 2012: Letters of Recommendations: Scholarship: Maggie Good Job: Connie Westcott, Calvin Morrow
**University Assignments**

**Chair:**

**Faculty Sponsor:**
- 2008-2009: Laptop Recycling Project: Faculty Co-Sponsor of Interdisciplinary Department Humanitarian Project

**Member:**
- 2010-2011: General Education Committee: Plan, review conduct assessment of general education learning goals for the University.
- 2010-2011 – 2011-2012: General Education Committee
- 2009-2010: Assessment of General Education: Creating assessments, gathering data, and communicating findings with respect to assurance of learning in the university's general education goals.
- 2008-2009: Assessment of General Education Ad Hoc Committee
- 2007-2008: Peer Review – Parks, Recreation, & Hospitality Dept: Outside review committee member
- 2006-2007: Library, Instructional Materials, and Equipment Committee: Vice Chair

**Mentoring Activities:**
- 2009-2010: Bridge-To-Excellence Freshmen Mentoring Program: Faculty mentor to freshmen
- 2007-2008 – 2008-2009: Bridge-to-Excellence Freshmen Mentoring Program: Faculty mentor to freshmen
- 2005-2006: Bridge to Excellence: Faculty Mentor
- 2004-2005: Bridge-to-Excellence Freshmen Mentoring Program: Faculty mentor to freshmen

**Other Institutional Service Activities:**
- 2010-2011: Hosted visit by Dr. Brad Jensen and Dr. Janet Bailey. Fall 2010: Hosted visit by Microsoft executive and a colleague from UALR regarding the Imagine Cup competition and resources available from Microsoft. Arranged lunch with Dean of College of Business and Dean of Applied Sciences and faculty meeting with the Computer and Information Sciences Department and the Electrical and Mechanical Engineering Departments.
- 2009-2010: Hosted visit by Dr. Brad Jensen and Dr. Janet Bailey. Fall 2009: Arranged and hosted guest speakers: Dr. Brad Jensen, Microsoft Senior Academic Relationship Manager, and Dr. Janet Bailey, Assoc. Prof. of MIS at UALR. They presented 'ImagineCup' and 'Technology Trends' for students from the College of Business, Computer & Information Sciences Department, and Computer Engineering Department. Also arranged lunch and meetings for various faculty.

**Writing Student Recommendations:**

**Service to the Profession**

**Chair: Conference / Track / Program**
- 2010: 60th Annual Meeting of Arkansas College Teachers of Business and Economics (ACTEB), Program Chair of this conference, Russellville, Arkansas.

**Reviewer - Article / Manuscript**
- 2011: Journal of Informatics Education Research, Reviewed manuscript titled "Should I Take Misxxx? Implications from Interviews with Business Recruiters".
- 2010: Journal of Business Administration Online, Reviewed a paper submitted for the Fall 2010 edition (non-ACTEB author).
Reviewer - Book / Textbook
2005: Using MIS Chapter 3: Hardware and Software by David Kroenke, Reviewed the chapter and ancillary materials for the Pearson Prentice-Hall.

Editor: Associate Editor

Officer: Organization / Association
2011: ACTEB, President. Responsible for calling meetings of the Executive Committee.
2009: ACTEB, Vice President, Arkadelphia, Arkansas.
2008: ACTEB, Member of Executive Board, Arkadelphia, Arkansas.

Other Professional Service Activities
2009: ETS Critical Thinking Skills Assessment Pilot, Administered the ATU participation in the national final stage pilot for the critical thinking skills assessment for ETS with about 700 student participants. Coordinated with ETS, College of Business (faculty and 300 students), Computer and Information Sciences Department (faculty and 200 students), and Engineering Department (faculty and 200 students). Supervised and conducted proctor training. Scheduled and proctored assessment sessions. Controlled and disseminated ATU data and results.

Reviewer: Conference Paper

Service to the Community

Speech / Presentation at a Community Meeting

Faculty Development

Assurance of Learning - Professional Development

Research-Related Conference/Seminar

Instructional-Related Conference
2005: Instructional Technology Conference. Attendee. This conference focused on use of technology in education. It was hosted at Middle Tennessee State University and held Oct. 4-5, 2008. Murfreesboro, Tennessee.

Other Professional Development
2005: Arkansas Venture Forum's 4th Annual Venture Conference 2005. Attendee. This conference provides networking opportunities to connect entrepreneurs and the venture capital community as well as educational programs for potential entrepreneurs. The purpose of the conference is to accelerate the development of new businesses in the region. Angel investors and angel organizations from North Carolina, Tennessee, and Oklahoma presented their experiences and advice in generating and developing young, high growth companies. Grant funding experts covered ways to finance early stage businesses and technology development. Little Rock, Arkansas.
2004: National Science Foundation Regional Grants Conference. Attendee. Considering research streams that might be funded by NSF. St. Louis, Missouri.

Professional Seminars / Workshops

Technology-Related Training

Honors-Awards-Grants

Award
2009: College of Business Excellence in Teaching Award College of Business, Arkansas Tech University.
2005: Co-Faculty Advisor for Arkansas Tech University Team: River Valley Biodiesel 1. Undergraduate team placed 3rd in the statewide contest 2. $6,000 total prize for team, $1,000 prize for faculty 3. Two student research papers resulted from the project. C. Washington presented at IABAD and SOBIE(2005). M. Judy presented at the 6th annual seniors hounors and undergraduate research symposium (Arkansas Tech, April 21, 2005) Donald W. Reynolds 2005 Governor's Cup Business Plan Competition.

Honor
2008: John Hackmann, Class of 2008, gift to the Tech Loyalty Fund. (John was also part of my very first Bridge-to-Excellence mentoring experience.) Advising Recognition.
James R. Walton, Ph.D.
Assistant Professor
Management and Marketing Dept.
College of Business
jim.walton@atu.edu

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**Professional Interests**

*Research Interests*
Strategic Alliances in International Marketing, International Marketing Ethics, Cause and Issue Related Marketing, Marketing Strategy for Entrepreneurs

*Teaching Interests*
Sales and Sales Management, International Marketing, eCommerce, Marketing Strategy, Consumer Behavior

**Academic Background**

Ph.D. Texas Tech University, Lubbock, TX, Marketing, 2001
B.S.B.A. Missouri Southern State College, Joplin, MO, Accounting
M.B.A. University of Central Arkansas, Conway, AR, Management

**Certifications**

Ebay Educational Specialist,

**Memberships**

Academy of Business Education
Academy of International Business
American and International Mensa societies
American Marketing Association
European Marketing Academy
Society for Marketing Advances
Texas Tech Ex-Students Association
Veterans of Foreign Wars

**Work Experience**

**Academic Experience**

Assistant Professor of Marketing, University of Houston - Victoria (August, 2006 - August, 2009). Taught undergraduate and graduate online part-time.

Assistant Professor of Marketing, University of Houston - Victoria (January, 2002 - August, 2006). Responsible for graduate and undergraduate courses in Marketing and Management. Teaching both traditional face-to-face and online (WebCT) courses. In the summer of 2005 I took my International Marketing students to Europe to study Doing Business with the European Union.

Assistant Professor of Management, Augusta State University (August, 1998 - December, 2001). Responsible for graduate and undergraduate courses in Management, Marketing, and International Business. Taught the core International Business course and the capstone course in Strategic Management and Organizational Behavior. Also taught in the University System of Georgias London study abroad program.
Visiting Lecturer, Iowa State University (August, 1997 - May, 1998). Visiting lecturer for the College of Business. Responsible for graduate and undergraduate courses in Marketing and International Business.

Visiting Lecturer, Richmond College (May, 1997 - June, 1997). Taught MBA class in Marketing Management for the Richmond School of Business.

Lecturer, Texas Tech University (August, 1996 - December, 1997). Lecturer for the College of Business Administration. Responsible for teaching upper division marketing courses and the Honors section of Business Enterprise, the Colleges introductory business course. Also taught International Marketing courses in Spain during the summer of 1996.

International Programs Coordinator, Texas Tech University (May, 1995 - August, 1997). Primary liaison between the College of Business Administration and foreign partner schools in all matters regarding students from foreign institutions studying business at TTU and Tech students studying business abroad. Grant administrator for USDE/FIPSE student exchange grants for European-American and North American student exchanges. Responsible for development and promotion of study abroad opportunities for COBA students and the recruitment of COBA students for study abroad programs. Academic counselor for both visiting international students studying business at Texas Tech University and COBA students studying abroad. Worked on development of curriculum for a new International Business major.

GMAT Instructor, University of Central Arkansas (January, 1992 - May, 1992). GMAT Instructor for the Center for International Programs, University of Central Arkansas, Conway, Arkansas. Taught GMAT preparation courses and provided academic support to students enrolled in World Bank funded international development programs.

Non-Academic Experience

National


Sales Manager and Commercial Real Estate Broker, Century 21 Berger and Company (December, 1981 - February, 1986). Supervised and trained real estate sales agents. Prepared closing statements for real estate transactions. In charge of office management and administration, advertising, accounting, and day to day operations of the corporation. Responsible for commercial real estate sales and listings for the firm.

Courses Taught

Courses from the Teaching Schedule: International Marketing, Introduction to Business Systems, Principles of Marketing, Special Topics in Management, Special Topics in Marketing, World Economic Systems

Intellectual Contributions:

Refereed Articles


Refereed Proceedings

Full Paper

Abstract Only

Working Papers

Service:

Service to the University

Department Assignments

Faculty Advisor:
1998-1999: Augusta State University Marketing Club: Founder and faculty advisor for the Augusta State University (ASU) Marketing Club, a student organization dedicated to promoting the study of and careers in marketing.

Member:
2005-2006: School of Business Appeals Committee: Elected member of the UHV School of Business Student Appeals Committee.

Other Institutional Service Activities:
1995-1996: Program Coordinator: Program Coordinator for the Texas Tech College of Business Administrations minority orientation program held at the Texas Tech campus in Junction, Texas prior to the Fall, 1995 semester. Responsible for recruitment and counseling of incoming minority freshmen business students.

College Assignments

Faculty Advisor:

Member:
2011-2012: Curriculum Committee
2011-2012: Strategic Planning Committee
2009-2010 – 2010-2011: Instructional Resources
2009-2010 – 2010-2011: Curriculum & Assessment
2008-2009: Curriculum Committee
2008-2009: Instructional Resources Committee
2008-2009: Curriculum Committee
2007-2008 – 2008-2009: Instructional Resources Committee
2006-2007 – 2007-2008: Curriculum and Assessment Committee

University Assignments

Faculty Advisor:
2007-2008: Kappa Sigma Fraternity

Faculty Sponsor:

Member:
2009-2010: SBDC Director Search Committee
2007-2008 – 2008-2009: Professional Development Committee
2007-2008 – 2008-2009: Student Appeals Committee
2004-2005 – 2005-2006: Faculty Senate: Elected by faculty colleagues to represent the School of Business in the University of Houston Victoria Faculty Senate.
2003-2004: Augusta State University Cullum 2003 Latin Affairs Committee
1999-2000: Augusta State University International Affairs Committee

Mentoring Activities:
2007-2008: Bridge to Excellence

Service to the Profession

Academic Conference: Discussant
2008: International Conference on Business & Management Education (ICBME), ICBME is intended as a forum for academics and practitioners to meet and discuss the diverse realities of business education around the world. I served as discussion chair for two presentation sessions at this conference., Bangkok, Thailand.

Reviewer - Article / Manuscript
2009: Academy of International Business, In January 2009 I served as a reviewer for the Outsourcing, Offshoring, and Supply Chain Management track of the Academy of International Business (AIB) 2009 Conference..
2007: Decision Science Institute, In December 2007 I served as a reviewer for the Marketing track for the Decision Sciences Institute (DSI) 2008 Conference..

Other Professional Service Activities
2007: AACS World Class Practices in Management Education, From May 20th until May 22nd, 2007 I attended the AACS World Class Practices in Management Education conference in Beijing, China. The conference was held at Tsinghua University which is the home of China's first AACS accredited business school. AACS is very interested in expanding its accreditation program internationally and this was their opportunity to introduce their first accredited China institution to the AACS community.

The conference was chaired by Dr. Judy Olian, Dean and the John E. Anderson Chair of Management, Anderson School of Management, University of California, Los Angeles., Beijing, China.
Faculty Development

**Professional Seminars / Workshops**


**Technology-Related Training.**


PRESENTER: Dr. Christine Austin, Assistant Professor College Student Personnel Department. Russellville, Arkansas.

2009: SEDONA Training. SEDONA training conducted by the Faculty Development Committee (Stephen Jones) and Sherrie Boddie on November 11, 2009. Russellville, Arkansas.

**Honors-Awards-Grants**

**Award**

1995: Summer Research Award - Competitively awarded research assistantship to encourage faculty and graduate student interaction in meritorious research programs. The Graduate School, Texas Tech University.

1995: Dean's Excellence in Teaching Award - Award and honorarium given annually by the College to recognize doctoral students who excel as instructors. College of Business Administration, Texas Tech University.

1994: Dean's Excellence in Teaching Award - Award and honorarium given annually by the College to recognize doctoral students who excel as instructors. College of Business Administration, Texas Tech University.

**Honor**

1997: SMA Consortium Fellow - Participant in the Southern Marketing Association Doctoral Consortium for beginning scholars whose universities have recognized them as having strong potential for contribution to the marketing discipline. Southern Marketing Association Doctoral Consortium.

1996: International honor society recognizing the outstanding academic achievements of students enrolled in collegiate business programs accredited by AACSB. Beta Gamma Sigma Honor Society.

1996: National honor society recognizing individuals who have demonstrated scholarly achievement in international education. Phi Beta Delta, Chi Chapter.

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