

PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee

From: Accounting Department

Date submitted: October 8, 2007

Request for: Course change _____ Course deletion _____ Course addition X
(Excluding course credit hour changes)

Submitted by: Pam Carr *PC*

Approved by: School Cur. Comm: David Roach *DR*
Department Head: Pam Carr *PC*
Dean of School: Tom Tyler *TT*

Reviewed by: Registrar: Tammy Rhodes *TR*
Vice President: Jack Hamm

If this is a deletion or other minor change, describe and give rationale.

If this is an addition of a new course, fill in the following and attach a syllabus (syllabus should include course objectives, and outline of the course with sufficient details to illuminate course content, and a bibliography. The Curriculum Committee/Graduate Council does not need evaluation and testing procedural information nor does it need excessively long bibliographies).

I. Catalog description: ACCT

Number: 4103

Title for Catalog: Special Topics in Accounting

*Title for Course Inventory (25 characters):

Description: This course provides in-depth exploration of selected accounting topics. The primary topic will vary from offering to offering; thus, the course may be taken more than once.

Effective date or term: Spring 2008

*Course fees: None

*Syllabus for this course will vary with topic

II. Justification and feasibility of course:

A. What is the need for this course? Who will take it?

The proposed course would serve as an ACCT elective which could be used to satisfy 3 hours of the required ACCT electives needed by ACCT majors. Emerging "hot" topics can be explored in a detailed fashion to enhance the

app CC 11/19/07
app FS 12/3/07

academic preparation of ACCT majors. The course is designed to be taken by ACCT majors.

- B. How does it relate to other work being offered by your department? Is there an overlap with other courses in the department?

This course content will vary from offering to offering and instructor to instructor. The assigned instructor will select a timely accounting related topic (examples include but are not limited to "Tax Compliance or Policy Issues", "Governmental Auditing", and "Accounting for Decision Making in a Small Business Context"). Students will be exposed to a comprehensive look at the topic of choice.

- C. Is this course part of any general plan of development within your department? Explain.

Yes, it is designed to give students more choices when selecting ACCT electives. The course is also designed to utilize the backgrounds and academic strengths of our current faculty.

- D. How often will the course be offered?

As Needed

- E. How will the course be staffed?

With current faculty

- F. How will this course change affect other departments' students and offerings? With what other departments have you specifically consulted?

No other departments will be affected.

***Note: Each new course proposal must include a short explanation describing how the new course integrates with the assessment process of the department in which the course will be taught.**

While this is not a core course (required by all departmental majors), it is hoped that this course will advance the attainment of various student learning objectives. For example, depending upon the topic, critical thinking skills, problem solving skills, and ethical reasoning (see attached School of Business Learning Objectives) may be enhanced.

An Outline in specific detail of how proposal will alter the program curriculum follows (next page):

The proposed course will not require any change on the program curriculum as currently stated in the ATU catalog.

School of Business Learning Objectives

Develop Students'

1. Ability to use technology to support business decisions.
2. Communication skills in a business context.
3. Ability to think critically and reason effectively about business problems.
4. Ethical awareness and ethical decision-making framework in a business context.
5. Foundation knowledge for business.
6. Foundation knowledge and skills specific for the specific major.

ACCOUNTING 4103
Special Topics in Accounting
Tax Compliance and Policy Issues
Spring 2008

COURSE DESCRIPTION

A study of federal income tax compliance in individual tax and the need for taxpayer education programs. Students will review current taxpayer education programs and evaluate their success. The tax research process will be utilized to discover areas of non-compliance and the court's views of violations and penalties.

PREREQUISITE

ACCT 3043 and 3053 and School of Business prerequisites for enrollment in 3000 and 4000 level school courses.

INSTRUCTOR/CLASS INFORMATION

INSTRUCTOR:	Dr. Pam Carr	E-MAIL ADDRESS:	pcarr@atu.edu
OFFICE:	Corley 204	PHONE:	968-0612
OFFICE HOURS:	MWF 10-12; TTH 2-3; and by appointment.		

TEXTBOOK AND INSTRUCTIONAL MATERIALS:

Resource Texts: Tax Research, Prentice Hall 3rd edition, by Barbara Karlin. Please check the publisher's web-sites for additional resources. CCH Tax Database will be used extensively.

COURSE OBJECTIVES AND COURSE CONTENT:

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

1. Describe various taxpayer education programs in use and discuss their success.
2. Identify important areas of tax law non-compliance
3. Evaluate case law and court opinions on taxpayer education
4. Propose taxpayer education programs on specific problem areas
5. Prepare and present a paper/project at a student research conference

EVALUATION:

A detailed planning schedule of work to be done on the project and paper will be submitted at the beginning of the semester. After evaluation of the plan, students will be graded based on how they complete the work and produce the final product. Students will be evaluated as the project is proposed, work is done and the report(s) are written.

PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee

From: **Business and Economics Department**

Date submitted: **August 27, 2007**

Request for: Course change _____ Course deletion X _____ Course addition _____
(Excluding course credit hour changes)

Submitted by: Linda Bean *LB*

Approved by: School Cur. Comm: David Roach *DR*
Department Head: Kevin Mason *KM*
Dean of School: Tom Tyler *TT*

Reviewed by: Registrar: Tammy Rhodes *Tammy Rhodes*
Vice President: Jack Hamm

If this is a deletion or other minor change, describe and give rationale.

Delete BUAD 1001 (Keyboarding I) and BUAD 2002 (Keyboarding II) and replace with proposed new course (see attached proposal) BUAD 1023 (Keyboarding). Rational: BUAD 1001 and BUAD 2002 are both courses that meet for partial terms and thus cause scheduling and advising difficulties. Therefore it is proposed that we delete those 2 courses and replace them with one 3 hour course that will incorporate both courses into one course.

Outline in specific detail how your proposal will alter the program (include course number and title: **delete BUAD 2002 from the freshman term . NOTE: See the proposal of addition of BUAD 1023 which shows the details of changes of changes to curriculum for both the reduction of BUAD 1002 (proposed here) along with the addition of the new BUAD 1023 (each proposal impacts the other).**

app TEC 11/1/07
app CC 11/19/07
app FS 12/3/07

PROPOSAL FOR COURSE CHANGE

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Date submitted: **August 27, 2007**

Request for: Course change _____ Course deletion _____ Course addition X
(Excluding course credit hour changes)

Submitted by: Linda Bean *LB*

Approved by: School Curr. Comm: David Roach *DR*
Department Head: Kevin Mason *KM*
Dean of School: Tom Tyler *TT*

Reviewed by: Registrar: Tammy Rhodes *Tammy Rhodes*
Vice President: Jack Hamm

If this is a deletion or other minor change, describe and give rationale.

If this is an addition of a new course, fill in the following and attach a syllabus (syllabus should include course objectives, and outline of the course with sufficient details to illuminate course content, and a bibliography. The Curriculum Committee/Graduate Council does not need evaluation and testing procedural information nor does it need excessively long bibliographies).

I. Catalog description: **BUAD**

Number: **1023**

Title for Catalog: **Keyboarding**

*Title for Course Inventory (24 characters):

Description: **Instruction and supervised practice in basic keyboarding skills with emphasis on alphabetic and numeric keyboard, ten-key pad, and basic applications transferable to computer terminal keyboards. The purpose of the course is to prepare Business Education majors for teaching secondary education students how to use computer and typewriter keyboards. The course is required by Business Education majors, but may be taken by other majors as well. May not be taken for credit after successful completion of BUAD 2002.**

Effective date or term: **Fall 2008** 2008-09 Catalog
Summer I 2008

*Course fees: **None**

app TEC 11/1/07
app CC 11/19/07
app FS 12/3/07

II. Justification and feasibility of course:

A. What is the need for this course? Who will take it?

The purpose of the course is to prepare Business Education majors for teaching secondary education students how to use computer and typewriter keyboards. The course is required by Business Education majors, but may be taken by other majors as well.

B. How does it relate to other work being offered by your department? Is there an overlap with other courses in the department?

Teaching students proper typewriter and computer keyboard techniques, as such, it helps to better prepare students for other computer related courses.

C. Is this course part of any general plan of development within your department? Explain.

Yes, it prepares students in effectively and efficiently use typewriter and computer keyboards and prepares them to teach others how to properly use keyboards.

D. How often will the course be offered?

Once each year (Fall)

E. How will the course be staffed?

With current adjunct faculty

F. How will this course change affect other departments' students and offerings? With what other departments have you specifically consulted?

No other departments will be affected.

***Note: Each new course proposal must include a short explanation describing how the new course integrates with the assessment process of the department in which the course will be taught.**

The course will be used to gather baseline data related to the School of Business learning objects which will then be compared to data gathered during the students' senior year to assess progress towards learning goals.

An Outline in specific detail of how proposal will alter the program curriculum follows (next page):

SYLLABUS
BUAD 1023 — KEYBOARDING
Fall 2008

Course Description

Instruction and supervised practice in basic keyboarding skills with emphasis on alphabetic and numeric keyboard, ten-key pad, and basic applications transferable to computer terminal keyboards.

Prerequisites: None

Instructor: Mrs. Susan Campbell

E-mail: susan.campbell@atu.edu

Textbook/Instructional Materials

- *College Keyboarding and Word Processing (MS Word 2007 with CD Data disk)*, Susie H. VanHuss, [et.al.], 2006. South-Western Educational Publishing, Thomson Learning, Cincinnati, OH. (Required).
- *Keyboarding Pro 4* software, sold separately

Course Objectives

- To key the alphabetic, numeric, and symbol keys by touch with good technique.
- Key straight-copy material at a minimum rate of 20 gross words a minute (GWAM) with a maximum of 3 errors per minute using correct touch techniques.
- Key numeric copy using correct touch techniques on the ten-key numeric keypad.
- Use Microsoft Word 2007 commands to perform the basic file management activities of creating, saving, printing, and deleting files.
- Key straight-copy material on 3-minute timings at a minimum rate of 40 words a minute with no more than 3 errors.
- Perform basic file management activities of creating, saving, deleting, printing, e-mailing and closing files.
- Prepare correctly formatted memos, letters, e-mails, business reports, and tables with all errors corrected.

Course Content

Welcome to Windows
Know Your Computer
Welcome to Keyboarding Pro

Ten-Keypad

Alphabetic Keys
Figure & Symbol Keys

Memos and E-mail
Business Letter Formats
Reports
Table Basics

Examinations and Evaluations

- ❖ 3-Minute Timings -- 30% of final grade
- ❖ Three Exams (4 total—drop the lowest exam) -- 20% of final grade
 - All exams are a combination of objective and performance
- ❖ Daily Assignments -- 40% of final grade
- ❖ Written Final Exam -- 10% of final grade

Different scales will be used on the timings as the semester progresses. An average of all 3-minute timings will be calculated at the end of the course. Timed writings cannot be made up if you have missed class that day. At the end of the course, the following scale will be used on the final remaining timings:

35+ wpm = A	26-31 wpm = C
32-34 wpm = B	23-25 wpm = D

Class Policies and Procedures

Attendance Policy: Attendance is required. One absence is allowed. Students should drop the course within one week of the second absence in order to avoid being dropped with an “F” for excessive absences. Get to class on time.

Lab Practice: Students are expected to practice out of class at least **three hours** a week to achieve the *average* competency goals. Lab sessions with designated assignments are listed on the Assignment Schedule. Students wishing to increase skill development should increase the amount of lab practice. Homework may be completed in the student’s own time in the Pendergraft Library and Technology Center or at home using the *Keyboarding Multi-Media*.

Plagiarism and Cheating Policy: Dishonesty will not be tolerated and could result in an “F” for the course. All homework is to be completed by the student without assistance from others. Policies in the ATU Student Handbook will apply.

Assignment Policy: Assignments are due as indicated on the assignment schedule. No assignments are accepted late unless approved by the instructor.

Homework: Selected documents will be graded for accuracy and will make up 40% of the final grade. All homework documents should, therefore, be proofread and corrected before submitting them for a grade.

Academic Dishonesty: All work in the class is to be done by the student without help from others. Plagiarism, cheating, or any form of academic dishonesty will not be tolerated and is reason to be dropped from the course with an “F”.

Other: Turn cell phones OFF before class begins. No headsets are allowed in class. No eating or drinking is allowed in the classroom.

Teaching Methods

- Computerized programmed instruction based on student's skill level
- One-on-one instruction
- Class instruction
- Independent activities for skill building
- E-mail

Oral/Written Communications

Keyboarding sentences and paragraphs using correct grammar, spelling, and punctuation. Communication skills are emphasized through composition at the keyboard, formatting and keyboarding business documents, and using e-mail. Drills on grammar, hyphenation, number usage, etc. are emphasized in lab work.

Materials Needed

In addition to the textbook, you will also need a memory key (jump drive, flash drive) to save your work to.

Required Computer Applications

- *Keyboarding Pro 4* software
- *Microsoft Word 2003*

PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee

From: **Business and Economics Department**

Date submitted: **August 27, 2007**

Request for: Course change _____ Course deletion _____ Course addition X
(Excluding course credit hour changes)

Submitted by: **Kevin Mason** *Km*

Approved by: School Cur. Comm: **David Roach** *DWR*
Department Head: **Kevin Mason** *Km*
Dean of School: **Tom Tyler** *TT*

Reviewed by: Registrar: **Tammy Rhodes** *Tammy Rhodes*
Vice President: **Jack Hamm**

If this is a deletion or other minor change, describe and give rationale.

If this is an addition of a new course, fill in the following and attach a syllabus (syllabus should include course objectives, and outline of the course with sufficient details to illuminate course content, and a bibliography. The Curriculum Committee/Graduate Council does not need evaluation and testing procedural information nor does it need excessively long bibliographies).

I. Catalog description: **FIN**

Number: **4103**

Title for Catalog: **Special Topics in Finance**

*Title for Course Inventory (24 characters):

Description: **This course provides in-depth exploration of selected finance topics. The primary topic will vary from offering to offering; thus, the course may be taken more than once.**

Effective date or term: **Fall 2008**

*Course fees:

*2006-09 Catalog
Summer I 2006*

II. Justification and feasibility of course:

A. What is the need for this course? Who will take it?

The proposed course would serve as an FIN elective which could be used to satisfy 3 hours of the required ECON/FIN electives needed by ECON/FIN majors. Emerging "hot" topics can be explored in a detailed fashion to enhance

*app CC 11/19/07
app FS 12/3/07*

the academic preparation of ECON/FIN majors. The course is designed to be taken by ECON/FIN majors.

- B. How does it relate to other work being offered by your department? Is there an overlap with other courses in the department?

This course content will vary from offering to offering and instructor to instructor. The assigned instructor will select a timely finance related topic (examples include but are not limited to "Series Seven License Preparation", "International Finance", and "Finance Ethics"). Students will be exposed to a comprehensive look at the topic of choice.

- C. Is this course part of any general plan of development within your department? Explain.

Yes, it is designed to give students more choices when selecting ECON electives. The course is also designed to utilize the backgrounds and academic strengths of our current faculty.

- D. How often will the course be offered?

As Needed

- E. How will the course be staffed?

With current faculty

- F. How will this course change affect other departments' students and offerings? With what other departments have you specifically consulted?

No other departments will be affected.

***Note: Each new course proposal must include a short explanation describing how the new course integrates with the assessment process of the department in which the course will be taught.**

While this is not a core course (required by all departmental majors), it is hoped that this course will advance the attainment of various student learning objectives. For example, depending upon the topic, critical thinking skills, problem solving skills, and ethical reasoning (see attached School of Business Learning Objectives) may be enhanced.

An Outline in specific detail of how proposal will alter the program curriculum follows (next page):

The proposed course will not require any change on the program curriculum as currently stated in the ATU catalog.

School of Business Learning Objectives

1. Ability to use technology to support managerial decisions.
2. Communication and presentation skills.
3. Written and communication skills.
4. Problem solving skills.
5. Critical thinking skills.
6. Foundation knowledge for business.
7. Understanding the perspectives that form the context for business.
8. Ethical reasoning and behavior.

FIN 4103
Special Topics in Finance: Series 7 License Preparation

Example
Topic

Course Description:

Advanced study in topic offered.

Prerequisites:

Senior standing, background in course offered, and permission of the department chair.

Instructor Information:

Name: Joe L. Moore

Office: Corley 212

Phone: 968-0688

E-mail: joe.moore@mail.atu.edu

Office Hours: Spring 2007

MWF 9:00 – 10:00

1:00 – 2:00

TR 11:00 – 12:00

2:30 – 3:30

Other times by appointment

Textbook:

There is no textbook, rather the Business and Economics department has a set of 13 readings (similar to that provided in a Series 7 study program) that the student will review. **Topics include:** Stocks, Debt Securities, Investment Banking, Securities Markets, Taxes, Direct Participation Programs, Mutual Funds, Variable Annuities, Securities Analysis, Margins on Options, Self Regulatory Organizations, and Municipal Securities.

Course Objective:

Purpose of this course is to help prepare students for passing the Series 7 Exam which if passed results in a license to handle/manage certain types of securities.

Examinations:

Students will take thirteen Series 7 practice exams. Grades to be determined by performance on exams.

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To: Curriculum Committee

From: **Business and Economics Department**

Date submitted: **August 27, 2007**

Request for: Course change _____ Course deletion _____ Course addition X
(Excluding course credit hour changes)

Submitted by: **Kim Troboy**

Approved by: School Curr. Comm: **Dave Roach** *DWR*
Department Head: **Kevin Mason** *Km*
Dean of School: **Tom Tyler** *TT*

Reviewed by: Registrar: **Tammy Rhodes** *Tammy Rhodes*
Vice President: **Jack Hamm**

If this is a deletion or other minor change, describe and give rationale.

If this is an addition of a new course, fill in the following and attach a syllabus (syllabus should include course objectives, and outline of the course with sufficient details to illuminate course content, and a bibliography. The Curriculum Committee/Graduate Council does not need evaluation and testing procedural information nor does it need excessively long bibliographies).

I. Catalog description: **MGMT**

Number: **3113**

Title for Catalog: **Managerial Process Analysis**

*Title for Course Inventory (24 characters): **Mgrl. Process Analysis**

Description:

This course is a study of the analysis, mapping, and improvement of business processes using standard symbols, popular software tools, metrics, and general systems theory. Examples of sample business processes and topics include customer service, sales management, scheduling, manufacturing, supply chain management, logistics, hiring/job search, process mapping diagrams, organizational charts, workflow and environment layout, cause and effect analysis, systems analysis and design, collection and analysis of process data, and optimization. Software tools are used for process diagramming, concept mapping, physical facilities layout, project planning and management, and data filtering and analysis.

Effective date or term: **Fall 2008** *2008-9 catalog*
Summer 1 2008

app CC 11/19/07
app FS 12/3/07

*Course fees: **None.**

II. Justification and feasibility of course:

A. What is the need for this course? Who will take it?

The proposed course would serve as an MGMT elective which could be used to satisfy 3 hours of the required MGMT electives needed by MGMK majors. This topic has been taught as a "Special Topics" course of a couple of years and feedback indicates that the course is well-received and beneficial to our MGMK majors. This proposed course provides enhances students' abilities to use technology to support managerial decisions. Specifically, this course provides students with specific tools needed to document and improve productivity and management of typical business processes. The course reinforces, extends, and adds to students' skills in analytical thinking and with software packages acquired in previous courses. The course is designed to be taken by MGMK majors.

B. How does it relate to other work being offered by your department? Is there an overlap with other courses in the department?

MGMK majors are required to complete at least 6 hours of MGMT electives and this elective course would give students more options in terms of the electives they choose to study as part of their major requirements. The only overlap is actually reinforcement of software tools.

C. Is this course part of any general plan of development within your department? Explain.

Yes. It is designed to give students more choices when selecting MGMT electives. The course is also designed to utilize the backgrounds and academic strengths of our current faculty.

D. How often will the course be offered?

as needed

E. How will the course be staffed?

With current faculty

F. How will this course change affect other departments' students and offerings? With what other departments have you specifically consulted?

No other departments will be affected.

*Note: Each new course proposal must include a short explanation describing how the new course integrates with the assessment process of the department in which the course will be taught.

While this is not a core course (required by all departmental majors), it is hoped that this course will, for those students electing to take the course, advance the attainment of various learning objectives, specifically, critical and analytical thinking skills, problem solving skills, oral and written communication skills, and the ability to use technology to support managerial decisions (see School of Business Learning Objectives below).

An Outline in specific detail of how proposal will alter the program curriculum follows:

The proposed course will not require any change on the program curriculum as currently stated in the ATU catalog.

School of Business Learning Objectives

1. Ability to use technology to support managerial decisions.
2. Communication and presentation skills.
3. Written and communication skills.
4. Problem solving skills.
5. Critical thinking skills.
6. Foundation knowledge for business.
7. Understanding the perspectives that form the context for business.
8. Ethical reasoning and behavior.

MGMT 3113 Managerial Process Analysis

COURSE SYLLABUS

Course Description

This course is a study of the analysis, mapping, and improvement of business processes using standard symbols, popular software tools, metrics, and general systems theory. Examples of sample business processes and topics include customer service, sales management, scheduling, manufacturing, supply chain management, logistics, hiring/job search, process mapping diagrams, organizational charts, workflow and environment layout, cause and effect analysis, systems analysis and design, collection and analysis of process data, and optimization. Software tools are used for process diagramming, concept mapping, physical facilities layout, project planning and management, and data filtering and analysis.

Course Justification

This course provides enhances students' abilities to use technology to support managerial decisions. It provides students with specific tools needed to document and improve productivity and management of typical business processes. The course reinforces, extends, and adds to students' skills in analytical thinking and with software packages acquired in previous courses.

Prerequisites

Junior/Senior level standing in a School of Business major or permission of instructor.

Textbook and Instructional Materials

Custom textbook (ISBN 0-390-73402-0) from McGraw Hill containing material from the following textbooks:

- Seppanen, Kumar, and Chandra. *Process Analysis and Improvement: Tools and Techniques*. McGraw-Hill/Irwin. 2005.
- Marakas. *Systems Analysis & Design, An Active Approach*. Chapter 5 "Modeling the Processes and Logic"
- Whitten-Bentley. *Systems Analysis and Desing Methods*, 7th ed. Chapter 6 "Fact-Finding Techniques for requirements Discovery"

Web Resources:

- Course management: blackboard.atu.edu
- Textbook: http://highered.mcgraw-hill.com/sites/0072857129/student_view0/index.html
- Research: library.atu.edu

Course Objectives

Students will learn how to analyze, document, and improve an integrated business processes using popular software tools and techniques. Students will acquire solution templates for a variety of standard business process problems using appropriate software tools. Specific objectives include

1. Gain an overview and understanding of process analysis and improvement:
 - Become familiar with the history of process mapping tools and associated symbols.

- Become familiar with the professional journals, magazines, and other sources useful in extending and updating knowledge and skills in this area.
 - Use standard diagrams to describe and improve an existing process or design a new process.
 - Apply data collection, analysis, and management techniques in process analysis and improvement.
2. Learn about software package tools for process analysis and improvement:
 - Understand their role and select the appropriate tool for the task at hand.
 - Trace the historical perspective on business tools for data management and analysis.
 - Become informed about the state-of-the-art tools and techniques for enterprise integration and future trends in this area.
 3. Apply specific techniques for specific business process situations.
 4. Conduct a professional process analysis and improvement project:
 - Develop a project plan.
 - Develop a report outline.
 - Develop a presentation format.
 5. Demonstrate the ability to use MindManager to
 - Map concepts
 - Document processes
 6. Demonstrate the ability to use Visio to
 - Create a simple drawing.
 - Modify an existing Visio application.
 - Create a new drawing using an appropriate Visio template.
 - Build or modify an organization chart.
 - Create or modify an office or simple facility layout.
 - Build or modify a cause and effect diagram.
 - Generate or modify a Gantt chart.
 7. Demonstrate the ability to use Excel to
 - Organize and analyze process data.
 - Auditing trace formulas in a complex worksheet.
 - Develop a variety of Excel-based graphs.
 - Develop a worksheet using filtering.
 - Analyze a large dataset with Pivot tables.
 - Solve a linear optimization problem using Excel solver.
 - Solve a transportation model using Excel Solver.
 - Analyze choices with Scenario Manager.
 - Record macros.

CLASS ASSIGNMENTS

Normally, assignment details will be posted in the Assignment area of Blackboard. Here is an overview:

1. **Student Briefings.** Students will work individually or in small teams to complete exercises, cases, or research topics and present them to the class. The format is that of an informal, internal briefing.
2. **Homework.** Students will complete exercises individually to reinforce lectures and text material. Students will bring in relevant journal, newspaper, or web articles that reinforce the material being covered.
3. **In-class exercises.** Students will participate in ad-hoc class activities to learn or practice lecture and text material.
4. **Course Project.** Students will identify, analyze, and propose improvements to a real-world business process.

BIBLIOGRAPHY

Business Process Management Journal.

<http://www.emeraldinsight.com/info/journals/bpmj/bpmj.jsp>.

Havey, Michael. (2005). *Essential Business Process Modeling*. O'Reilly.

Jacka, J. Mike, and Keller, Paulette. (2002). *Business Process Mapping: Improving Customer Satisfaction*. Wiley.

Jeston, John, and Nelis, Johan. (2006). *Business Process Management: Practical Guidelines to Successful Implementations*. Butterworth-Heinemann/Elsevier.

Khan, Rashid. (2005). *Business Process Management: A Practical Guide*. Meghan-Kiffer Press.

Lynch, Richard, and Cross, Kelvin. (1995). *Measure Up!: Yardsticks for Continuous Improvement, 2nd ed.*. Basil Blackwell.

O'connell, Pyke, and Whitehead. (2006). *Mastering Your Organization's Processes: A Palin Guide to Business Process Management*. Cambridge University Press.

WEB RESOURCES

American Society for Quality (ASQ)

www.asq.org

Business Process Trends portal
<http://www.bptrends.com/index.cfm>

Excel
<http://office.microsoft.com/en-us/FX010858001033.aspx>

MindManager
<http://www.mindjet.com/us/>

Open Source Directory
http://www.dmoz.org/Business/Management/Business_Process_Analysis/

Regression
<http://office.microsoft.com/en-us/excel/HA011119631033.aspx?pid=CL100570551033>

Visio
<http://office.microsoft.com/en-us/FX010857981033.aspx>

Workflow and Reengineering International Association
<http://www.waria.com/workshops/bpa.htm>

TEACHING METHODS

This course will include class discussions, lectures by the professors, drill and application exercises, student briefings, and a written process analysis report.

CONTENT/PERSPECTIVES

Ethics

Ethical issues are covered peripherally in discussions of the impact of processes and changes in processes on individuals and groups in an organization and in the academic honesty policies of the class.

Global

This topic is not explicitly addressed by this course.

Political

This topic is covered in discussing the impact of processes on individuals and groups in organizations and critical success factors for changes processes. Included in this discussion is conflict resolution and the need to recognize political solutions in addition to strictly rational solutions to problems in processes or in instituting changes in processes.

Legal/Regulatory

This topic is not explicitly addressed by this course.

Social

This topic is covered in discussing the impact of processes on individuals and groups in organizations and critical success factors for changes processes.

Environmental

This topic is not explicitly addressed by this course except that general improvements in processes may affect this issue.

Technological

This topic is integrated throughout the course.

Diversity

This topic is not explicitly addressed by this course.

Processes

This topic is integrated throughout the course.

Oral Communications

Students are encouraged to participate in class discussions about material in the text, material on the Web, topics in the news, and personal experiences. Students will present briefings, several exercises, and at least one case study.

Written Communications

Students will develop a professional process analysis and improvement project plan and report.

Computer Applications

Students will use, at minimum, a word processor, a presentation package, a web browser, Blackboard, MindManager, Visio, and Excel.

Computer Resources

This class will use ATU computing facilities and the Web. Students will have one or more accounts for using the ATU computing resources, Web-based collaborative software, and e-mail.

Library Use

Students will use library resources for class-related research, citation guides, and tips for evaluating web resources. High quality, recent, electronic sources are preferred.

Critical Thinking

Students are required to analyze case studies and respond to class exercises that require them to explain different perspectives of a situation, evaluate the positive and negative impacts of a process on people, groups, and organizations.

Problem Solving

Students are required to identify issues in case studies, exercises, and projects. Class exercises require students to engage in problem solving throughout the course.

PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee

From: **Business and Economics Department**

Date submitted: **August 27, 2007**

Request for: Course change _____ Course deletion _____ Course addition X
(Excluding course credit hour changes)

Submitted by: **Kevin Mason** *KM*

Approved by: School Cur. Comm:

David Roach *DR*

Department Head:

Kevin Mason *KM*

Dean of School:

Tom Tyler *TT*

Reviewed by: Registrar:

Tammy Rhodes *Tammy Rhodes*

Vice President:

Jack Hamm

If this is a deletion or other minor change, describe and give rationale.

If this is an addition of a new course, fill in the following and attach a syllabus (syllabus should include course objectives, and outline of the course with sufficient details to illuminate course content, and a bibliography. The Curriculum Committee/Graduate Council does not need evaluation and testing procedural information nor does it need excessively long bibliographies).

I. Catalog description: **MGMT**

Number: **3123**

Title for Catalog: **Business Ethics**

*Title for Course Inventory (24 characters):

Description: This course is an interdisciplinary study of business ethics and the social responsibility of business organizations in society. The course will consider professional and applied ethics, law and organizational behavior. The focus of the course is on the individual and managerial decision making process in response to ethical issues arising in the business context. Students will explore the role of business in society; discuss general theories of ethics; explain and apply key ethical theories in business; and develop and defend their own ethical positions.

Effective date or term: **Spring 2008**

*Course fees:

II. Justification and feasibility of course:

A. What is the need for this course? Who will take it?

app CC 11/19/07
app FS 12/3/07

The proposed course would serve as an MGMT elective which could be used to satisfy 3 hours of the required MGMT electives needed by MGMK majors. This topic has been taught as a "Special Topics" course for a couple of years and feedback indicates that the course is well-received and beneficial to our MGMK majors. This proposed course provides enhances students' foundation knowledge for business as well as their ethical reasoning. The course is designed to be taken by MGMK majors.

- B. How does it relate to other work being offered by your department? Is there an overlap with other courses in the department?

MGMK majors are required to complete at least 6 hours of MGMT electives and this elective course would give students more options in terms of the electives they choose to study as part of their major requirements.

- C. Is this course part of any general plan of development within your department? Explain.

Yes, it is designed to give students more choices when selecting MGMT electives. The course is also designed to utilize the backgrounds and academic strengths of our current faculty.

- D. How often will the course be offered?

Once each academic year

- E. How will the course be staffed?

With current faculty

- F. How will this course change affect other departments' students and offerings? With what other departments have you specifically consulted?

No other departments will be affected.

***Note: Each new course proposal must include a short explanation describing how the new course integrates with the assessment process of the department in which the course will be taught.**

While this is not a core course (required by all departmental majors), it is hoped that this course will, for those students electing to take the course, advance the attainment of various learning objectives, specifically, critical thinking skills, ethical reasoning and the understanding of the perspectives that form the context for business (see attached School of Business Learning Objectives).

An Outline in specific detail of how proposal will alter the program curriculum follows (next page):

The proposed course will not require any change on the program curriculum as currently stated in the ATU catalog.

School of Business Learning Objectives

1. Ability to use technology to support managerial decisions.
2. Communication and presentation skills.
3. Written and communication skills.
4. Problem solving skills.
5. Critical thinking skills.
6. Foundation knowledge for business.
7. Understanding the perspectives that form the context for business.
8. Ethical reasoning and behavior.

BUSINESS ETHICS MGMT 3123

Course Description: This course is an interdisciplinary study of business ethics and the social responsibility of business organizations in society. The course will consider professional and applied ethics, law and organizational behavior. The focus of the course is on the individual and managerial decision making process in response to ethical issues arising in the business context.

Prerequisites: In order to enroll in 3000- and 4000-level courses in the School of Business, students majoring in business must have a minimum of 54 completed hours, a cumulative grade point average of 2.0 and the required business foundation courses. Students majoring in fields outside the School of Business may enroll provided they have completed 54 hours of credit prior to enrollment.

Textbook and Instructional Materials:

L. Hartman. *Perspectives in Business Ethics*. Boston: McGraw-Hill 2005 (3rd ed.).

Course Purpose and Objectives:

The purpose of the course is to enable students to identify, critically evaluate and resolve ethical issues within the business environment at the level of the individual, the organization and society. Students in the course should be able to discuss the role of business in society; to discuss general theories of ethics; to explain and apply key ethical theories in business; and, to develop and defend their own ethical positions.

Course Evaluation:

To evaluate your performance in the class, the following assignments are required:

Mission and Life Goal Exercise	Not Graded/Required
Midterm examination	20%
Team Presentation	20%
Final paper	20%
Class participation	20%
Journal	20%

The **midterm exam** will be open book and open notes for the essay portion and closed book for the objective questions (true/false and multiple choice).

The **final paper** is a research paper requiring you to apply Stakeholder Theory, normatively grounded in one of the ethical theories discussed in class, in order to resolve the ethical dilemma researched and analyzed in the paper. **Each team may elect to submit individual papers or one team paper, but all members of the team are required to analyze the same topic.** This is a formal research paper that requires a bibliography. The final paper is due during the final exam period for the course. This assignment will be discussed further in class.

A **team presentation** of your research, analysis and recommendation(s) for resolution of the ethical dilemma under consideration is required. Regardless of whether your team elected to write individual papers or a team paper, the presentation must be made and coordinated by the entire team—if individuals in the team reached different conclusions in their papers, this fact should be reported and incorporated in the presentation. All team members must participate in the presentation; part of the grade for the team presentation will include a team evaluation of each member's contributions to the project. This assignment will be discussed further in class.

Class participation is necessary to gauge your understanding of class material. At some point, each of you will be responsible for introducing readings or cases for classroom discussion. These introductions will be assigned in advance and may be coordinated by your team (I encourage discussion among the team). Members of the team must be able to discuss the key points made in that reading and to respond to questions. Finally, all students are expected to be fully prepared for class. Preparation includes not only reading the material assigned but also being prepared to discuss that material, regardless of whether you were assigned to introduce that week's assignments.

You also are required to maintain an informal, weekly **journal**. **The journal entries must be typed.** Each entry should include the following: your name and the date of the class meeting under consideration. The first installment of the journal is due at the start of the class period before the midterm is scheduled. The second installment of the journal is due at the start of the last day of class. Journal entries need not be revised, edited, or formal. The entry for each week should reflect your observations on class discussion and the scheduled assignments for that week, i.e., you may want to record your thoughts before (when preparing for class) and after each class period. The journals should be thoughtful and well reasoned, but they are not evaluated as formal papers. They will be graded relative to the other journals received in terms of quality of analysis and thoroughness: both quantity and quality count. This is an individual assignment that only you are allowed to write.

Course Policies:

- Attendance is required to pass this course; failure to attend will directly and seriously affect your class participation score.
- Please do not come to class late.
- Please turn off and put away your cell phone before you come to class.
- Tape recording the lectures is not allowed, so please do not ask.

Please note: If you choose to engage in academic misconduct or to violate any of the conduct rules and regulations of the University during my class, I will seek to impose the severest sanction allowed--including expulsion from the University--under the guidelines in the *Arkansas Tech Student Handbook*. See your handbook for a full description of your rights and responsibilities as a member of the Tech academic community.

Tentative Schedule:

Jan	22	M	Lecture: into to course; American society, culture and institutions
	29	M	Mission & Life Goal Exercise Due Lecture: globalization and world resources; political economy Readings: Handout, Enstein, Albert, "Why Socialism?" Handout, Tracinski, Robert W., "The Moral Basis of Capitalism" Handout, Norberg, Johan, "Humanity's Greatest Achievement" Handout, Specter, Michael, "The Last Drop"
Feb	05	M	Lecture: Philosophy 101—teleological and deontological ethical theories Readings: Text, p. 5-17, Ethical Theories and Approaches Text, p. 18, Kant, Immanuel, "Grounding for the Metaphysics of Morals" Text, p. 52, Rawls, John, "Distributive Justice" Text, p. 30, Mill, John Stuart, "Utilitarianism" Text, p. 43, Le Guin, Ursula K., "The Ones Who Walk Away from Omelas"
	12	M	Screening: <i>The Corporation</i> (145 minutes)
	19	M	Lecture: Law and the Corporation Be prepared to discuss <i>The Corporation</i> using question sheet distributed last week, in addition to any previous readings you find relevant to the issues raised in the film. Readings: Text, p. 100, Seglin, Jeffery, "Just Because It's Legal, Is It Ethical?" Text, p. 280, Friedman, Milton, "The Social Responsibility of Business is to Increase Its Profits" Text, p. 292, Kelly, Marjorie, "The Divine Right of Capital: Is Maximizing Returns to Shareholders a Legitimate Mandate" Text, p. 68, Donaldson, Thomas, "Fundamental International Rights"
	26	M	Lecture: corporate culture and the individual Readings: Text, p. 87-99, Ethical Analysis and Application Text, p. 141, McCoy, Bowen H., "The Parable of the Sadhu"

Text, p. 157, Carr, Albert Z., "Is Business Bluffing Ethical?"

Text, p. 183-98, Corporate Ethical Leadership: Corporate Culture and Reputation Management

Mar	05	M	Lecture: Business ethics: decision-making models Readings: Text, p. 112, Freeman, Edward R., "A Stakeholder Theory of the Modern Corporation" Text, p. 123, adidas-Salomon (co.), "Identifying Stakeholder Groups" Text, p. 547, Heely & Nersesuan, "The Case of Planned Obsolescence"
	12	M	Lecture: Business ethics: decision-making models (Continued) Readings: Handout, Donaldson & Dunfee, "Précis for <i>Ties that Bind</i> " Handout, "Millions for Millions" Journals Due—First Installment Review for Midterm
	19	M	Midterm
	26	M	No Class: Spring Break
Apr	02	M	Lecture: Human resources: legal boundaries and ethics Readings: Text, p. 350-63, "Ethics and Human Resources Management: Values in the Employment Relationship" Text, p. 376, Bennett-Alexander, "Such Stuff as Dreams are Made on: A Short Primer on Why We Should not Be Ready to Throw Out Affirmative Action" Text, p. 413, Hartman, "A Free Market Approach to Comparable Worth"
Apr	09	M	Lecture: Ethics and Marketing: legal boundaries and ethics Readings: Text, p. 515-23, Ethics and Marketing Text, p. 524-32, "Got Beer?! Better Than Milk, New Survey Shows!"

Text, p. 533, Atkinson & Frederick, "Portrayal of Women in Advertising"

Text, p. 593, Montgomery & Pasnik, "Web of Deception: Threats to Children from Online Marketing"

Handout, "Hold the Avocado"

- 16 M Lecture: Finance and Accountancy: legal boundaries and ethics
Readings: Text, p. 613-18, Ethics in Finance and Accountancy
Text, p. 619, Duska, Ronald, "Ethics in Financial Services"
Text, p. 681, "Summary of the Sarbanes-Oxley Act of 2002"
Text, p. 684, Walker, Rebecca, "Weighing Sarbanes-Oxley: Changes Appear to be Profound"
Text, p. 691, Driscoll, Dawn-Marie, "Sarbanes-Oxley: Pardon Me if I'm Underwhelmed"

- 23 M Lecture: Technology: legal boundaries and ethics
Readings: Text, p.717-28, Ethical Implications of Technology
Text, p. 729, Hartman, Laura, "Technology and Ethics: Privacy in the Workplace"
Text, p. 740, Moore, Adam, "Employee Monitoring and Computer Technology: Evaluative Surveillance v. Privacy"
Text, p. 755, Sipior & Ward, "The Ethical and Legal Quandary of Email Privacy"

- 30 M **Presentations**
Journals due—second installment

- May 07 M **Final Papers Due: 5pm**
No examination

PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee

From: **Business and Economics Department**

Date submitted: **August 27, 2007**

Request for: Course change _____ Course deletion _____ Course addition X
(Excluding course credit hour changes)

Submitted by: **Stephen Jones** *SCJ*

Approved by: School Cur. Com: **David Roach** *DWR*
Department Head: **Kevin Mason** *KM*
Dean of School: **Tom Tyler** *TT*

Reviewed by: Registrar: **Tammy Rhodes** *Tammy Rhodes*
Vice President: **Jack Hamm**

If this is a deletion or other minor change, describe and give rationale.

If this is an addition of a new course, fill in the following and attach a syllabus (syllabus should include course objectives, and outline of the course with sufficient details to illuminate course content, and a bibliography. The Curriculum Committee/Graduate Council does not need evaluation and testing procedural information nor does it need excessively long bibliographies).

I. Catalog description: **MGMT**

Number: **4063**

Title for Catalog: **Entrepreneurial Development**

*Title for Course Inventory (24 characters):

Description: **Pre-requisites – approval from instructor. The course is designed to increase the students' understanding of critical entrepreneurial and venture creation concepts through practical applications and through textual readings. Specifically, students will take preliminary small business plans and develop and formalize plans that will be submitted for competition consideration at the annual Donald W. Reynolds Governor's Cup business plan competitions.**

Effective date or term: **Spring 2008**

*Course fees: None

app CC 11/19/07
app FS 12/3/07

II. Justification and feasibility of course:

A. What is the need for this course? Who will take it?

The proposed course would serve as an MGMT elective which could be used to satisfy 3 hours of the required MGMT electives needed by MGMK majors. This topic has been taught as a "Special Topics" course and to prepare students to compete in "The Governor's Cup" business plan competition. This proposed course is limited to select students who are found to be of high motivation, initiative, and commitment. These students must be willing to develop business plans for the purpose of submitting these plans for competitive purposes at the Governor's Cup. Successful business plans offer the opportunity for students to receive large cash prizes (approximately \$20,000 for first place), tremendous practical application of their entire business curriculum, possible job contact networking and strong publicity for the university. The course is designed to be taken by select (approved by faculty) business and possibly non-business upper-class students.

B. How does it relate to other work being offered by your department? Is there an overlap with other courses in the department?

MGMK majors are required to complete at least 6 hours of MGMT electives and this elective course would give a select few students more options in terms of the electives they choose to study as part of their major requirements.

C. Is this course part of any general plan of development within your department? Explain.

Yes, it is designed to give participating students intense practical experience and to serve as a source of powerful publicity for the university. It is also part of an academic development of courses in the entrepreneurial field.

D. How often will the course be offered?

Each spring semester

E. How will the course be staffed?

With current faculty

F. How will this course change affect other departments' students and offerings? With what other departments have you specifically consulted?

While it is possible that students from other departments (e.g., engineering, chemistry, biology, computer science) may take this course, the proposed course is not required by any major and will therefore not adversely impact any other departments.

***Note: Each new course proposal must include a short explanation describing how the new course integrates with the assessment process of the department in which the course will be taught.**

While this is not a core course (required by all departmental majors), it is hoped that this course will, for those students electing to take the course, advance the attainment of various learning objectives, specifically, critical thinking skills, problem solving skills, and the ability to use technology to support managerial decisions (see School of Business Learning Objectives listed below).

An Outline in specific detail of how proposal will alter the program curriculum follows (next page):

The proposed course will not require any change on the program curriculum as currently stated in the ATU catalog.

School of Business Learning Objectives

1. Ability to use technology to support managerial decisions.
2. Communication and presentation skills.
3. Written and communication skills.
4. Problem solving skills.
5. Critical thinking skills.
6. Foundation knowledge for business.
7. Understanding the perspectives that form the context for business.
8. Ethical reasoning and behavior.

4063
MGMT 4070 Special Topics: Entrepreneurial Development
Spring Semester 2007

GENERAL INFORMATION

Instructor	Dr. Stephen C. Jones	Phone	479-968-0673
Office	COR 216	Email	sjones@atu.edu
Office Hours	MW 9:00 – 11:00 a.m. TR 9:30 – 11:00 a.m. TR 2:00 – 3:30 p.m.	Websites	http://business.atu.edu/faculty/sjones/sjones.htm http://blackboard.atu.edu/

Required Materials:

Text: (2006). Annual Editions: Entrepreneurship. Ed. Robert W. Price. 5th Edition.

An Active ATU E-Mail Account: You must check your ATU e-mail account periodically for updates and assignments from me. I may ask you to review a specific article or website for class discussion in advance, and these I will post on Blackboard (<http://blackboard.atu.edu/>). You are expected to download and read these articles on your own using the Adobe Acrobat reader which can be downloaded for free from the Adobe website (<http://www.adobe.com/acrobat/>). Other materials or updates will also be posted periodically on this site.

Course Justification/Rationale: This course extends the development of small business strategic processes to the point where an oral presentation to a venture funding audience is possible.

Course Objectives:

To take preliminary small business studies and plans and develop formalized plans for funding review.

To prepare oral presentation materials to simulate a funding presentation made to venture capitalists, bankers and other finance professionals.

To successfully enter and compete at the annual Donald W. Reynolds Governor's Cup.

To increase the students' understanding of critical entrepreneurial and venture creation concepts through practical applications and through textual readings.

POLICIES

Discrimination: Arkansas Tech University is an Affirmative Action/Equal Opportunity Employer. It is the policy of this university not to discriminate on the basis of race, color, national origin, sex, religion, age or disability in employment or the provision of service. If you have any questions or concerns about discrimination in this course or anywhere on campus, please feel free to contact: Jasmine Wilson, Retention Counselor/Affirmative Action Officer, Doc Bryan 233, Russellville, AR 72801. Phone: (479) 968-0239. Fax: (479) 968-0208. jasmine.wilson@atu.edu

Disabilities: Arkansas Tech University is committed to providing equal opportunities for higher education to academically qualified individuals who are disabled. Students with disabilities attending TECH will be integrated as completely as possible into the University community. TECH does not offer a specialized curriculum for students with disabilities nor does it assume the role of a rehabilitation center, but does assume responsibility for modifying campus facilities and procedures to accommodate individual needs where feasible. Students must register their disabilities with the coordinator for disability services two weeks prior to enrollment to discuss any special arrangements that may be needed. If you have any questions about this policy, please contact: Dr. Carolyn Crawford, Coordinator for Disability Services, Bryan Hall, Room 103, 968-0302. carolyn.crawford@mail.atu.edu

Academic Dishonesty: The student handbook defines this.

Any student found to have committed misconduct, included but not limited to the following list, is subject to the disciplinary sanctions outlined in Article IV:

1. Acts of dishonesty, including but not limited to the following:
 - a. Cheating, plagiarism, or other forms of academic dishonesty.
 - b. Furnishing false information to any University official, faculty member or office.
 - c. Forgery, alteration, unauthorized use, or misuse of any University document, record, or instrument of identification.
 - d. Tampering with the election of any University-recognized student organization.

Any student found to have committed an act of dishonesty in my class will be liable for sanctions as provided by the policies of this University. I will also assign a grade of F for that student for this course if the student is found to have acted with academic dishonesty in any manner.

Late Assignments: I will allow a student to submit a late assignment for credit with a 25% deduction less any other deductions which are applicable if the assignment is submitted within 24 hours after the due date and time. In-class assignments, presentations and activities cannot be made up or submitted for late credit. If you know you will be missing a class period when an assignment is due, you may e-mail the assignment to me as a Microsoft Word attachment BEFORE the class period. I will consider the sent date and time (as indicated on the e-mail header) as evidence of when the assignment was sent.

Cell Phones and Other Telecommunications Devices: As a member of the learning community, each student has a responsibility to other students who are members of the community. When cell phones or pagers ring and students respond in class or leave class to respond, it disrupts the class. **Therefore, I prohibit the use by students of cell phones, pagers, or similar communication devices during scheduled classes. This includes text messaging or other similar use of cell phones and other devices.** All such devices must be turned off or put in a silent mode and cannot be taken out during class. Recording devices (such as tape recorders for taping a lecture) may be allowed if you contact me in advance.

GRADED ASSIGNMENTS

Exams (0 points): There are no examinations scheduled for this course.

In-Class Discussions (Up to 100 points): Each student will be required to review and explain assigned articles from the text for the class. To do so, the student will need to – prior to class – write a short synopsis of key points discussed in the assigned article and provide a copy of that synopsis for each student by the assigned time in the course calendar. This will allow me sufficient time to make copies available for each student prior to class. A form will be provided that each will need to use to submit analyses.

Information Collection, Analysis and Synthesis (200 points): Each student will be required to assist in the collection of, analysis of and synthesis of information pertaining to the presentations prepared by the class for the Arkansas Governor's Cup competition. This information management will continue throughout the semester. This component of the grading process will be subjectively scored by the instructor based upon personal observation and reference and will be influenced in part by peer evaluations received from other students in the class about the student's performance in this area.

Oral Presentation (100 points): As part of a group, each student will help present one of the business plans in the Arkansas Governor's Cup competition if selected. Whether or not the student is selected to be part of the presentation team, he/she will need to participate in the preparation of materials for the presentation team. This component of the grading process will be subjectively scored by the instructor based upon personal observation and reference and will be influenced in part by peer evaluations received from other students in the class about the student's performance in this area.

Grading Scale: I use the traditional 90/80/70/60 scale for this course.

To: University Curriculum Committee

From: School of Business

Date Submitted: January 24, 2007

Type of Curriculum Change Requested: Course Description Change

Submitted By: Kevin Mason *KM*

Approved By: Chair: School of Business Curriculum Committee *Sam Job*
B&E Department Head: Dr. Kevin Mason *Kevin Mason*
Acct. Department Head: Dr. Pam Carr *Pam Carr*
Dean of School: Dr. Tom Tyler *Tom Tyler*

Reviewed By: Registrar: Ms. Tammy Rhodes *Tammy Rhodes*
Vice-President for Academic Affairs: Dr. Jack Hammy *Jack Hammy*

I. Catalog change as it will appear in the catalog.

Delete the last sentence of the course description for MGMT 4113 – Managerial Issues in Electronic Commerce. Specifically, delete the sentence that reads... “For the Management and marketing degree program requirements, this course can be used to satisfy either a marketing elective or a management elective.”

II. Change Information

A. Rationale for the requested change.

This requested change is to correct an error in the course description that was originally included in the course description for the course. MGMT 4113 is a management course and should not count as a marketing elective.

B. What impact will the change have on staffing, on other programs, budget, and space allocation?

1. Within the department requesting the change. None

2. Outside the department. None

C. Effective date or term. ~~Fall 2007~~ 2008-09 Catalog
Summer I 2008

D. **When applicable, state with which departments you have specifically coordinated this change? (If unable to identify coordinating departments that change affects, Academic Affairs can offer assistance in identifying course use.)

app CC 11/19/07
app FS 12/3/07

*Updated 8/1/04

**Updated 9/1/05

PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee

From: Business and Economics Department

Date submitted: August 31, 2007

Request for: Course change _____ Course deletion X Course addition _____
(Excluding course credit hour changes)

Submitted by: Linda Bean *LB*

Approved by: Department Head:
Dean of School:

Kevin Mason *KM*
Tom Tyler *JT*

*SOB Curriculum & Assessment
Committee: DWK*

Reviewed by: Registrar:
Vice President:

Tammy Rhodes *Tammy Rhodes*
Jack Hamm

If this is a deletion or other minor change, describe and give rationale.

Delete Personal Health and Wellness (HLED 1513) as a required course and add three (3) hours of electives in its place. HLED 1513 is no longer required for the completion of degree or licensure for the Business Education program. Deleting this requirement will allow business education majors to take a 3 hour elective. There has not been an opportunity for any electives in this program prior to this change. Students will be encouraged by their advisor to select an additional technology course or a foreign language.

B. What impact will the change have on staffing, on other programs, budget, and space allocation?

1. Within the department requesting the change. **None**
2. Outside the department. **None**

C. Effective date or term. ~~Fall 2008~~ *2008-09 Catalog
Summer I 2008*

D. **When applicable, state with which departments you have specifically coordinated this change? (If unable to identify coordinating departments that change affects, Academic Affairs can offer assistance in identifying course use.)

Outline in specific detail how your proposal will alter the program (include course number and title: **delete HLED 1513 from curriculum requirements and replace with 3 hours of electives.**

*app TEC 11/1/07
app CC 11/19/07
app FS 12/3/07*

Fall Start	
Freshman Fall Semester – NO CHANGE Add/Change: Delete: And Delete: Total Hours:	Freshman Spring Semester – NO CHANGE Add/Change: Delete: Total Hours:
Sophomore Fall Semester – NO CHANGE Add/Change: Delete: Total Hours:	Sophomore Spring Semester– NO CHANGE Add/Change: Delete: Total Hours:
Junior Fall Semester– NO CHANGE Add/Change: Delete: Total Hours:	Junior Spring Semester Add/Change: Electives (3 hours) Delete: HLED 1513 Total Hours:
Senior Fall Semester– NO CHANGE Add/Change: Delete: Total Hours:	Senior Spring Semester– NO CHANGE Add/Change: Delete: Total Hours:
Spring Start (If applicable)	
Freshman Spring Semester– NO CHANGE Add/Change: Delete: Total Hours:	Freshman Fall Semester Add/Change: - NO CHANGE Delete: And Delete: Total Hours:
Sophomore Spring Semester– NO CHANGE Add/Change: Delete: Total Hours:	Sophomore Fall Semester– NO CHANGE Add/Change: Delete: Total Hours:
Junior Spring Semester– NO CHANGE Add/Change: Delete: Total Hours:	Junior Fall Semester Add/Change: Electives (3 hours) Delete: HLED 1513 Total Hours:
Senior Spring Semester– NO CHANGE Add/Change: Delete: Total Hours:	Senior Fall Semester– NO CHANGE Add/Change: Delete: Total Hours:
Total Program Hours No Change	

CURRICULUM CHANGE PROPOSAL

To: Curriculum Committee

From: (Business and Economics Department)

Date Submitted: August 31, 2007

Request for: Curriculum requirement change X

Submitted By: Linda Bean

SOB Curriculum & Assessment
Committee DWR

Approved By: Department Head: Kevin Mason KM

Dean of School: Tom Tyler JT

Reviewed By: Registrar: Tammy Rhodes Tammy Rhodes

Vice-President for Academic Affairs: Jack Hamm

I. Program or curriculum change as it will appear in the catalog. **Change the SPH 3083 requirement to read "take one of the following: SPH 3083, SPH 2003 or SPH 2173."**

II. Course Information:

A. Rationale for the requested change. **Currently the curriculum allows for only the Speech 3083 but this course is not always available each semester. Hence, we routinely substitute Speech 2003 or 2173 for Speech 3083 on student degree audits. All three courses pertain to the similar activities of oral presentation. Also, students majoring in other business areas take Speech 2003 or 2173 and when they change majors to business education, these courses are substituted for Speech 3083. These speech courses are accepted by the School of Education for other degree programs.**

B. What impact will the change have on staffing, on other programs, budget, and space allocation? **None**

1. Within the department requesting the change. **None**

2. Outside the department. **None**

C. Effective date or term. **Fall 2008**

D. ****When applicable, state with which departments you have specifically coordinated this change? (If unable to identify coordinating departments that change affects, Academic Affairs can offer assistance in identifying course use.)**

app TEC 11/1/07
app CC 11/19/07
app FS 12/31/07

Outline in specific detail how your proposal will alter the program (include course number and title: **accept Speech 2003 or 2173 or 3083 for business education majors.** **There will be no change in total course hours for this adjustment.**

Fall Start	
Freshman Fall Semester – NO CHANGE Add/Change: Delete: And Delete: Total Hours:	Freshman Spring Semester – NO CHANGE Add/Change: Delete: Total Hours:
Sophomore Fall Semester Add/Change: SPH 2003, SPH 2173 or SPH 3083 Delete: SPH 3083 Total Hours:	Sophomore Spring Semester– NO CHANGE Add/Change: Delete: Total Hours:
Junior Fall Semester– NO CHANGE Add/Change: Delete: Total Hours:	Junior Spring Semester– NO CHANGE Add/Change: Delete: Total Hours:
Senior Fall Semester– NO CHANGE Add/Change: Delete: Total Hours:	Senior Spring Semester– NO CHANGE Add/Change: Delete: Total Hours:
Spring Start (If applicable)	
Freshman Spring Semester– NO CHANGE Add/Change: Delete: Total Hours:	Freshman Fall Semester – NO CHANGE Add/Change: Delete: Total Hours:
Sophomore Spring Semester Add/Change: SPH 2003, SPH 2173 or SPH 3083 Delete: SPH 3083 Total Hours:	Sophomore Fall Semester– NO CHANGE Add/Change: Delete: Total Hours:
Junior Spring Semester– NO CHANGE Add/Change: Delete: Total Hours:	Junior Fall Semester– NO CHANGE Add/Change: Delete: Total Hours:
Senior Spring Semester– NO CHANGE Add/Change: Delete: Total Hours:	Senior Fall Semester– NO CHANGE Add/Change: Delete: Total Hours:
Total Program Hours <u> No Change </u>	

CURRICULUM CHANGE PROPOSAL

To: Curriculum Committee

From: (Business and Economics Department)

Date Submitted: August 27, 2007

Type of Curriculum Change Requested: (*Program modification)

Submitted By:

Linda Bean *LB*

Approved By:

School Curr. Comm:
Department Head:

David Roach *DR*
Kevin Mason *KN*

Dean of School:

Tom Tyler *TT*

Reviewed By:

Registrar:

Tammy Rhodes *Tammy Rhodes*

Vice-President for Academic Affairs: Jack Hamm

I. Program or curriculum change as it will appear in the catalog.
(see page 2 of this Attachment)

II. Course Information: **Delete one hour of Physical Activities from the curriculum of the Business Education major.**

A. Rationale for the requested change. **Currently 3 physical activities are required in the Business Education major, but there is no need for students to exceed the General Education requirements of 2 physical activities hours. In addition, we proposed to increase the Keyboarding requirement from 2 hours to 3 hours and wish to accommodate this increase by decreasing the number of physical activities hours required (from 3 to 2 hours).**

B. What impact will the change have on staffing, on other programs, budget, and space allocation?

1. Within the department requesting the change. **None**

2. Outside the department. **None**

C. Effective date or term. **Fall 2008**

D. ****When applicable, state with which departments you have specifically coordinated this change? (If unable to identify coordinating departments that change affects, Academic Affairs can offer assistance in identifying course use.)**

app TEC 11/1/07
app CC 11/19/07
app FS 12/3/07

Outline in specific detail how your proposal will alter the program (include course number and title: **delete one hour of physical activity from the freshman fall term.** **NOTE: See the proposal of addition of BUAD 1023 for which shows the details of changes of changes to curriculum for both the reduction of physical activity required (proposed here) along with the addition of the new BUAD 1023 (each proposal impacts the other).**

Fall Start	
Freshman Fall Semester Add/Change: Add BUAD 1023 Delete: BUAD 2002 And Delete: Physical Activity ¹ Total Hours: 16 hours	Freshman Spring Semester – NO CHANGE Add/Change: Delete: Total Hours:
Sophomore Fall Semester – NO CHANGE Add/Change: Delete: Total Hours: 16 hours	Sophomore Spring Semester– NO CHANGE Add/Change: Delete: Total Hours:
Junior Fall Semester– NO CHANGE Add/Change: Delete: Total Hours:	Junior Spring Semester– NO CHANGE Add/Change: Delete: Total Hours:
Senior Fall Semester– NO CHANGE Add/Change: Delete: Total Hours:	Senior Spring Semester– NO CHANGE Add/Change: Delete: Total Hours:
Spring Start (If applicable)	
Freshman Spring Semester– NO CHANGE Add/Change: Delete: Total Hours:	Freshman Fall Semester Add/Change: Add BUAD 1023 Delete: BUAD 2002 And Delete: Physical Activity ¹ Total Hours: 16 hours
Sophomore Spring Semester– NO CHANGE Add/Change: Delete: Total Hours:	Sophomore Fall Semester– NO CHANGE Add/Change: Delete: Total Hours:
Junior Spring Semester– NO CHANGE Add/Change: Delete: Total Hours:	Junior Fall Semester– NO CHANGE Add/Change: Delete: Total Hours:
Senior Spring Semester– NO CHANGE Add/Change: Delete: Total Hours:	Senior Fall Semester– NO CHANGE Add/Change: Delete: Total Hours:
Total Program Hours No Change	

PROPOSAL FOR COURSE CHANGE

To: Curriculum Committee

From: **Business and Economics Department**

Date submitted: **October 15, 2007**

Request for: Curriculum Change X
(Excluding course credit hour changes)

Submitted by: Kevin Mason

Approved by:	B&E Dept. Head:	Kevin Mason	<i>Km</i>
	Acct Dept. Head:	Pam Carr	<i>PSC</i>
	Dean of School:	Tom Tyler	<i>TT</i>

Reviewed by:	Registrar:	Tammy Rhodes	<i>JRhodes</i>
	Vice President:	Jack Hamm	

Require BUAD 1003 for three School of Business programs (ACCT, ECON, and MGMK) and change the course description of BUAD 1003 to the following:

Description: This course cannot be taken for credit after completion of any upper division (3-4000 level) School of Business course. The purpose of "Introduction to Business Systems" is to orient students to the business disciplines and business expectations including professionalism and ethics. Topics examined include business fundamentals such as accounting, finance, management, marketing, information technology and a basic understanding of economic factors. The course also provides an overview of the School of Business programs, the School of Business core curriculum (including course requirements, student responsibilities, and study skills), and an overview of business career options.

Effective date or term: **Fall 2008**

*Course fees:

II. Justification and feasibility of course:

A. What is the need for this course? Who will take it?

Some students have misconceptions as to what a business major offers the student. As such, some students elect to drop out of the School of Business majors before they are ever able to understand how the various courses relate to each other. This course will help all business majors to understand the "Big Picture" of the business disciplines and give them a basis for understanding the more complex specific courses required in the major. This course will be required of all business majors.

B. How does it relate to other work being offered by your department? Is there an overlap with other courses in the department?

app CC 11/19/07
app FS 12/3/07

This course will allow student to get an early more comprehensive look at the field of business before they get into the more complex details of how to deal with business analysis and problem solving.

- C. Is this course part of any general plan of development within your department? Explain.

Yes, we hope to by providing students with a general "Big Picture" look at business systems (from the proposed courses) then exposing them to the more detailed specific course requirements, and finally having the students pull the details together in our capstone course (Business Policy), that they will have a greater understanding of how to critically examine business situations and solve business problems.

- D. How often will the course be offered?

Every Semester

- E. How will the course be staffed?

With current faculty

- F. How will this course change affect other departments' students and offerings? With what other departments have you specifically consulted?

No other departments will be affected.

***Note: Each new course proposal must include a short explanation describing how the new course integrates with the assessment process of the department in which the course will be taught.**

The course will be used to gather baseline data related to the School of Business learning objects which will then be compared to data gathered during the students' senior year to assess progress towards learning goals.

An Outline in specific detail of how proposal will alter the MGMK program curriculum follows (next page):

MGMK Fall Start	
Freshman Fall Semester Add/Change: Add BUAD 1003 Delete: Science with Lab ¹ Total Hours: Reduce to 15 hours	Freshman Spring Semester Add/Change: Add SPH 2173 Delete: Science with Lab ¹ Total Hours: Reduce to 15 hours
Sophomore Fall Semester Add/Change: Add Science with Lab ¹ Delete: Fine Art/Humanities ¹ Also Delete: Physical Activity ¹ Total Hours: 16 hours	Sophomore Spring Semester Add/Change: Add Science with Lab ¹ Delete: SPH 2173 Also Delete: Physical Activity ¹ Total Hours: 16 hours
Junior Fall Semester Add/Change: Add Physical Activity ¹ Delete: Total Hours: Increase to 16 hours	Junior Spring Semester Add/Change: Add Physical Activity ¹ Delete: Total Hours: Increase to 16 hours
Senior Fall Semester Add/Change: Delete: Total Hours: 15 hours	Senior Spring Semester Add/Change: Add Fine Art/Humanities ¹ Delete: Elective ⁵ Total Hours: 15 hours
MGMK Spring Start (If applicable)	
Freshman Spring Semester Add/Change: Add BUAD 1003 Delete: Science with Lab ¹ Total Hours: Reduce to 15 hours	Freshman Fall Semester Add/Change: Add SPH 2173 Delete: Science with Lab ¹ Total Hours: Reduce to 15 hours
Sophomore Spring Semester Add/Change: Add Science with Lab ¹ Delete: Fine Art/Humanities ¹ Also Delete: Physical Activity ¹ Total Hours: 16 hours	Sophomore Fall Semester Add/Change: Add Science with Lab ¹ Delete: SPH 2173 Also Delete: Physical Activity ¹ Total Hours: 16 hours
Junior Spring Semester Add/Change: Add Physical Activity ¹ Delete: Total Hours: Increase to 16 hours	Junior Fall Semester Add/Change: Add Physical Activity ¹ Delete: Total Hours: Increase to 16 hours
Senior Spring Semester Add/Change: Delete: Total Hours: 15 hours	Senior Fall Semester Add/Change: Add Fine Art/Humanities ¹ Delete: Elective ⁵ Total Hours: 15 hours
Total Program Hours 124	

An Outline in specific detail of how proposal will alter the ECON program curriculum follows
(next page):

ECON Fall Start	
Freshman Fall Semester Add/Change: Add BUAD 1003 Delete: HIST 1503 Total Hours:	Freshman Spring Semester Add/Change: Add HIST 1503 Delete: HIST 1513 Total Hours:
Sophomore Fall Semester Add/Change: Add HIST 1513 Delete: Fine Art/Humanities ¹ Total Hours:	Sophomore Spring Semester Add/Change: Delete: Total Hours:
Junior Fall Semester Add/Change: Delete: Total Hours:	Junior Spring Semester Add/Change: Add Fine Art/Humanities ¹ Delete: 3 hour Elective ⁵ Total Hours:
Senior Fall Semester Add/Change: Delete: Total Hours:	Senior Spring Semester Add/Change: Delete: Total Hours:
ECON Spring Start (If applicable)	
Freshman Spring Semester Add/Change: Add BUAD 1003 Delete: HIST 1503 Total Hours:	Freshman Fall Semester Add/Change: Add HIST 1503 Delete: HIST 1513 Total Hours:
Sophomore Spring Semester Add/Change: Add HIST 1513 Delete: Fine Art/Humanities ¹ Total Hours:	Sophomore Fall Semester Add/Change: Delete: Total Hours:
Junior Spring Semester Add/Change: Add Physical Activity ¹ Delete: Total Hours:	Junior Fall Semester Add/Change: Add Fine Art/Humanities ¹ Delete: 3 hour Elective ⁵ Total Hours:
Senior Spring Semester Add/Change: Delete: Total Hours:	Senior Fall Semester Add/Change: Delete: Total Hours:
Total Program Hours 124	

This add
 the 10
 program
 123

An Outline in specific detail of how proposal will alter the ACCT program curriculum follows:

ACCT Fall Start	
Freshman Fall Semester Add/Change: Add BUAD 1003 Add Physical Activity¹ Delete: Science with Lab¹ Total Hours: 16	Freshman Spring Semester Add/Change: No Change Delete: Total Hours: 16
Sophomore Fall Semester Add/Change: Add Science with Lab¹ Delete: Fine Art/Humanities¹ Also Delete: Physical Activity¹ Total Hours: 16 hours	Sophomore Spring Semester Add/Change: No Change Delete: Total Hours: 16 hours
Junior Fall Semester Add/Change: Fine Arts/Humanities¹ Delete: Electives Total Hours: 15	Junior Spring Semester Add/Change: No Change Delete: Total Hours: 15
Senior Fall Semester Add/Change: No Change Delete: Total Hours: 15 hours	Senior Spring Semester Add/Change: No Change Delete: Total Hours: 15 hours
Total Program Hours 124	

CURRICULUM CHANGE PROPOSAL

To: Curriculum Committee

From: School of Business

Date Submitted: September 24, 2007

Request for: Curriculum requirement change X

Submitted By: Kevin Mason *and Pam Carr*

Approved By: School Curr Comm: David Roach *DWR*

Department Head: Kevin Mason *KM*

Dean of School: Tom Tyler *TT*

Reviewed By: Registrar: Tammy Rhodes *TR*

Vice-President for Academic Affairs: Jack Hamm

I. Program or curriculum change as it will appear in the catalog. (1) **Delete footnote # 5 in the Management and Marketing Curriculum (on page 92 of the 2007-08 catalog); (2) delete footnote #5 in the Economics and Finance curriculum (on page 93 of the 2007-08 catalog) and (3) delete footnote #4 in the Accounting curriculum (on page 90 in the 2007-08 catalog).**

II. Course Information:

A. Rationale for the requested change. **In the past, our accreditation body (AACSB) required that a certain number of credit hours taken by business students must be outside from outside the school of business courses. This requirement no longer exists and we wish to increase the flexibility of business students and allow them to take extra business courses if they so choose.**

B. What impact will the change have on staffing, on other programs, budget, and space allocation? **It may allow some business students to take addition elective courses within business disciplines but this will not cause any problems.**

1. Within the department requesting the change. **None**

2. Outside the department. **None**

C. Effective date or term. **Fall 2008**

D. ****When applicable, state with which departments you have specifically coordinated this change? (If unable to identify coordinating departments that change affects, Academic Affairs can offer assistance in identifying course use.) Not applicable**

app CC 11/19/07
app FS 12/3/07

FORMAT FOR CURRICULUM CHANGE PROPOSAL

To: Curriculum Committee

From: School of Business

Date Submitted: October 8, 2007

Type of Curriculum Change Requested: Addition of new minor

Submitted By:

Pam Carr *PSC*

Approved By: School Curr. Comm.:
Department Head:

David Roach *DR*
Pam Carr *PSC*

Dean of School:

Tom Tyler *TT*

Reviewed By: Registrar:

Tammy Rhodes *TR*

Vice-President for Academic Affairs:

Jack Hamm

I. Program or curriculum change as it will appear in the catalog.

It is proposed that "Accounting" be added to the list of minors offered by the university (on page 17 of the 2007/08 catalog. Furthermore, the following text is proposed to be added to the bottom of School of Business "The Curriculum" section (bottom of page 88 in the 2007/08 catalog):

Minor Accounting The minor in Accounting is available to students who wish to add to their knowledge of accounting for personal edification or for professional purposes, but not open to School of Business majors. The minor in accounting requires 21 hours of courses:

BUAD 2003 or COMS 1003

ACCT 2003

ACCT 2013

ACCT 3003*

ACCT 3013*

ACCT 3043*

3 hours of either ACCT 3053 or ACCT 4023*

* in order to take the upper division (3000-4000 level) ACCT courses, the student must have completed 54 hours including all 2000 level courses listed above, have a cumulative GPA of at least 2.0 and permission from the Dean of Business.

app CC 11/19/07
app FS 12/3/07

II. Will this proposal impact other departments?

Yes, this proposal may increase the number of students who wish to enroll into COMS 1003. This has been discussed and approved by the head of the COMS department (Dr. Larry Morell).

Signed (Dr. Larry Morell) Larry Morell

Date 10/8/07

FORMAT FOR CURRICULUM CHANGE PROPOSAL

To: **Curriculum Committee**

From: **School of Business**

Date Submitted: August 31, 2007

Type of Curriculum Change Requested: **Addition of new minor**

Submitted By: **Kevin Mason**

Approved By: School Curr. Comm.:
Department Head:

David Roach
Kevin Mason

Dean of School:

Tom Tyler

Reviewed By: Registrar:

Tammy Rhodes

Vice-President for Academic Affairs: **Jack Hamm**

I. Program or curriculum change as it will appear in the catalog.

It is proposed that "Business" be added to the list of minors offered by the university (on page 17 of the 2007/08 catalog. Furthermore, the following text is proposed to be added to the bottom of School of Business "The Curriculum" section (bottom of page 88 in the 2007/08 catalog):

Minor Business The minor in business is available to students who wish to add to their knowledge of business for personal edification or for professional purposes, but not open to School of Business majors. The minor in business requires 21 hours of courses:

- ✓ BUAD 1003
- ✓ BUAD 2003 or COMS 1003
- ✓ ACCT 2003
- ✓ ECON 2003*
- ✓ BUAD 2033
- ✓ MGMT 3003**
- ✓ MKT 3043 **

*for many majors Econ 2003 can be used to satisfy 3 hours the general education social science requirement.

** in order to take the upper division (3000-4000 level) MKT and MGMT courses, the student must have completed 54 hours including all 2000 level courses listed above, have a cumulative GPA of at least 2.0 and permission from the Dean of Business.

app CC 11/19/07
app FS 12/3/07

II. Will this proposal impact other departments?

Yes, this proposal may increase the number of students who wish to enroll into COMS 1003. This has been discussed and approved by the head of the COMS department (Dr. Larry Morell).

Signed (Dr. Larry Morell) Larry Morell

Date 10/1/2007

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FORMAT FOR CURRICULUM CHANGE PROPOSAL

To: Curriculum Committee

From: School of Business

Date Submitted: August 31, 2007

Type of Curriculum Change Requested: Addition of new minor

Submitted By: Julie Trivitt

Approved By: School Curr. Comm.:
Department Head:

David Roach
Kevin Mason

DR
KM

Dean of School:

Tom Tyler

TT

Reviewed By: Registrar:

Tammy Rhodes

Tammy Rhodes

Vice-President for Academic Affairs: Jack Hamm

I. Program or curriculum change as it will appear in the catalog.

It is proposed that "Economics" be added to the list of minors offered by the university (on page 17 of the 2007/08 catalog. Furthermore, the following text is proposed to be added to the bottom of School of Business "The Curriculum" section (bottom of page 88 in the 2007/08 catalog):

Minor
Economics

The minor in Economics is available to students who wish to add to their knowledge of business for personal edification or for professional purposes, but not open to School of Business majors. The minor in economics requires 18 hours of courses:

ACCT 2003

ECON 2003*

ECON 2013

ECON 3003**

6 hours of 3-4000 level Economics electives **

*for many majors Econ 2003 can be used to satisfy 3 hours the general education social science requirement.

** in order to take the upper division (3000-4000 level) ECON courses, the student must have completed 54 hours including all 2000 level courses listed above, have a cumulative GPA of at least 2.0 and permission from the Dean of Business.

app CC 11/19/07
app FS 12/3/07