

**MINUTES OF 16 JANUARY 2007 MEETING
ACADEMIC BOARD ATTENDANCE LIST**

In Attendance	
YES	BG Harry Carter
YES	COL Spike Metts
YES	Dr. Ray Jones
YES	COL Angie LeClercq
YES	LTC Tom Thompson
YES	MAJ Sylvia Nesmith
	School of Business Administration
YES	COL Earl Walker
YES	COL Mark Bebensee
YES	MAJ Wes Jones
	School of Education
YES	COL Tony Johnson
YES	MAJ Jennifer Altieri
YES	COL George Williams
	School of Engineering
	COL Dennis Fallon
YES	COL Ken Brannan
YES	COL John Peeples
	School of Humanities and Social Sciences
YES	COL Al Finch
YES	COL Mark Del Mastro
YES	COL Gardel Feurtado
YES	COL Jim Leonard
YES	COL Bo Moore, Jr.
YES	LTC Steve Nida
	School of Science and Mathematics
	COL Chuck Groetsch
YES	COL Joel Berlinghieri
YES	COL John Carter
YES	LTC John Moore
YES	LTC Paul Rosenblum
YES	COL Lisa Zuraw
	ROTC Departments
CPT Ray McPherson for	COL Cardon Crawford
	COL Alan Ekrem
LT M.J. Teeple for	COL Kevin Frederick
Richard Nelson	Guests

Item 1

Approval of the Minutes of 14 November 2006

The minutes were approved as submitted.

Item 2. Report from Curriculum and Instruction Committee

CPT DuBose Kapeluck presented the proposals presented by the Department of Modern Languages and concurred in by the Curriculum and Instruction Committee. This proposal is included as ATTACHMENT A. The proposal includes the addition of new courses, adding an internship, and changing course titles and numbers. After brief discussion, the proposal was approved without opposition.

Item 3. Changes in the MBA Program

Dean Ray Jones presented the proposal from the School of Business Administration that had been concurred in by the Graduate Council and turned over the discussion to COL Bebensee for the presentation of details and addressing any questions. COL Bebensee explained that this proposal eliminated the 1.5 credit hour courses and replaced them with three-credit courses, although this replacement was not one-for-one. It is estimated that the existing 1.5-credit courses can be “taught out” by the end of the fall 2007 semesters. To accommodate these changes, the number of electives will be reduced by one, but this will not affect the use of electives now being offered by other departments. While the Department of Civil and Environmental Engineering and the Department of Health, Exercise, and Sport Science both offer four-course elective components for MBA students, only two of these courses can now be used as electives in the MBA program. The proposed changes were approved without opposition.

Item 4. Changes in Class Absence Policy

BG Cater presented the following issues related to the current Class Absence Policy:

Issue1. Often cadets are required to spend significant periods of time conducting the work of the Corps of Cadets, such as Honor Court trials and official team travel. In these situations that are beyond the control of the cadet, it is recommended that the faculty consider these cadet obligations as extenuating circumstances for missing class, labs, or scheduled tests.

Recommendation: In the “Class Attendance Policy” section on page 25 of the 2006-07 catalog, add the following sentence after last sentence in first paragraph following the sentence “Scheduled tests and laboratories take precedence over all other college duties and activities.”

“However, faculty members will consider extenuating circumstances associated with students involved in official Citadel activities.”

Issue 2. We continue to refine the Class Absence System (CAS) to make it more convenient and useful, and the data indicates that these efforts are making a difference. The CAS has become an important component in our efforts to teach cadets responsibility and accountability and an important tool in our counseling efforts. The CAS is monitored regularly by the Associate

Provost, Tactical Officers, Cadet Company Advisors, Cadet Academic Officers, and the cadets themselves. Cadets use the CAS to keep track of the classes they miss. In addition, those of us who advise cadets use the CAS reports and screens as early warning signals to indicate when a wayward or over-extended cadet might need some counseling. Several times each semester, we learn after the fact that a cadet is in danger of reaching or has exceeded the 20% absences limit. The faculty member sends the cadet a message that the limit is near or exceeded but has not entered the class absences into the CAS. There has been no opportunity to use CAS to counsel the student and no opportunity for the cadet to monitor his or her attendance status in the class using CAS. It is important that we all use the CAS for every class because it has become the accepted tool for monitoring class attendance. Also, since there are discipline consequences for class absences, it is important for all of us to use the system to be fair to all cadets. Therefore, in the future when the 20% rule is exercised by a faculty member, the student's record in the CAS will be considered the official class attendance record. In addition, if your syllabus in a particular course reflects the impact of missed classes on the student's grade, the student must be able to follow his or her class absences through the Class Absence System.

Recommendation: Replace the final sentence in the second paragraph of the "Class Attendance Policy" section of the 2006-07 catalog with the following.

"As is the case for academic dismissals based on unexcused class absences, when class attendance is used to adjust or determine a cadet's grade, the record in the official Class Absence System of the College will be the official attendance record.

Regarding Issue 1, COL Feurtado observed that if the intent was to "level the playing field" for students participating in the business of the Corps of Cadets, the recommendation that the faculty member "will consider" might not be strong enough. LTC Thompson then raised the question of whether this issue should first be considered by the Faculty Council. It was then decided that the issue would be referred to the Faculty Council.

Regarding Issue 2, LTC John Moore indicated that he could not support this recommendation unless there was a way for faculty members to enter absences at some point after the day of the absence. For example, he has in one of his classes this semester a student who did not sign up for the class until the last day of the Drop/Add period and thus had already missed two classes before he joined the class. In addition, there may be times when due to some unexpected circumstance he may not be able to enter class absences into the CAS on the day of the absence. If the CAS is to become the official class absence record instead of his own class attendance record, he feels that provisions need to be made to enter class absences after the day of the absence. BG Carter pointed out that the CAS is already the official class attendance record for discipline and academic discharges. COL John Carter pointed out that not all faculty members use the CAS to report absences or do not use it consistently. COL Leonard indicated that he understood that the use of the CAS was an expectation. BG Carter indicated that it was an expectation, but that the College has never taken the position that it must be used. COL Beensee reminded the group that we make a very public display of our policy of mandatory class attendance. After further discussion, it was decided that this issue would also be sent to the Faculty Council for consideration.

Item 5. Report on Budget Hearings

BG Carter reported that the Budget Hearings with the Deans had gone very well and that his office was consolidating budget requests. He thanked the members of the Board for their efforts in helping to provide for the President and the College as complete and accurate a picture as possible of the resource needs of the Academic Departments and Schools and Academic Support Services. This is an important step in determining the future direction of academic programs and the resources that will be needed.

Item 6. Assessment

BG Carter reminded the Board that 15 February is the deadline for sending to COL Metts the following assessment information about each academic major:

- a) The specific student learning outcomes that have been selected to monitor how well the major is addressing its mission.
- b) The tools used to collect data on these outcomes.
- c) The number of years these data have been collected.

Item 7. RPED 250/251

BG Carter reminded the Board of his request that each school/department consider moving the RPED 250/251 sequence to the freshman year in each major course of study. This would support the QEP and the Values and Respect Program. He reported that a Sexual Assault Coordinator, Janet Shealy, has been hired, and her office is on the first floor back wing of Capers Hall next to Jane Clegg. This is one of a number of steps being taken as part of the Values and Respect Programs, and moving the RPED 250-251 sequence to the freshman year would be another step to provide these new college students with important and valuable information when it can be of most benefit to them. He asked that each school/department make a decision on this issue by the next meeting.

Item 8. Update on Searches

BG Carter reported of faculty retirements effective in December (Elksnin, Nichols, and Pokryfka) and those anticipated after the spring 2007 semester (Leon) and for next year (Heisser, Moreland, and White). He indicated that a number of searches are under way and visitations to campus have begun.

COL Bebensee reported that campus visits had been scheduled in January for three provost candidates.

Item 9. SCCC Academic Performance for Fall 2006

BG Carter reported that while the 15.5% withdrawal of the freshman class as of 11 January 2007 is the highest in a decade, the academic performance of this year's freshman class at the end of the fall 2006 semester ties the best performance on record. The following tables were provided.

**SCCC Academic Performance by Class
Fall Semester 2002-2006**

	2002	2003	2004	2005	2006
Freshman	2.55	2.69	2.57	2.55	2.69
Sophomore	2.62	2.59	2.76	2.71	2.76
Junior	2.87	2.79	2.84	3.04	2.95
Senior/5th Year	3.04	3.03	2.99	3.09	3.22

In last five years:

Freshman, Sophomores, and Seniors--Best Performance

Juniors—Second Highest Performance

**Fall 2006 Freshmen
Academic Performance Final**

- 15 of 567 (3%) term GPR 4.000
- 35 of 567 (6%) term GPR 3.700+
(Gold Stars)
- 158 of 567 (28%) term GPR 3.200+
(Dean's List)
- 452 of 567 (80%) term GPR 2.000+
- 115 of 567 (20%) term GPR <2.000

Item 10. Admissions for Fall 2007 Update

BG Carter reported that admission results seemed to be on track and that results for target populations—females and minorities—are up.

Item 11. The Citadel Foundation Grant Timetable

BG Carter reported that the spring meeting of The Citadel Foundation would not be held until 26 April 2007. This meeting is being held late this year, and that means that actions such as awarding sabbaticals cannot be finalized until after that meeting when the details of the annual grant will be approved.

Item 12. Faculty Council

BG Carter reminded the Board that while he was provost, Donald Steven presented to the Faculty Council a proposal regarding a number of faculty titles and positions. The Faculty Council has elected to consider at this time only those positions that carry a title and no compensation. The Faculty Council has supported the establishment of the following Visiting Faculty Titles:

Citadel Fellow

Citadel Fellows are persons with distinguished scholarly and/or professional credentials who can contribute significantly (on a part-time basis) to the intellectual life of The Citadel. The nomination of a Citadel Fellow will originate with the host department and must be approved by the dean and provost. Activities may include research and such academically supportive endeavors as mentoring, public lectures and/or coordination of a lecture or seminar series, for which an honorarium and/or stipend may be paid. If a Citadel Fellow teaches a course, employment will follow the spirit of the guidelines established in the Faculty Manual for Adjunct Faculty. The position does not normally carry benefits.

Executive-in-Residence,

Citadel Executives-in-Residence are adjunct faculty who come to The Citadel from senior-level; leadership positions in business, the military, government, not-for-profit or other complex organizations. Executives-in-Residence teach at least one course per semester and may be involved in Citadel service and/or outreach activities as defined by the dean or department chair. The selection and employment of Executives-in-Residence will follow the spirit of the guidelines established in the Faculty Manual for adjunct faculty. The position does not normally carry benefits.

Artist-in-Residence and Writer-in-Residence.

Citadel Artists-in-Residence and Writers-in-Residence are adjunct faculty who come to The Citadel from distinguished careers in the fine and performing arts and literature. Artists and Writers-in-Residence teach and/or are involved in Citadel service or outreach activities as defined by the department head, dean, or provost. The selection and employment of Artists-in-Residence and Writers-in-Residence will follow the spirit of the guidelines established in the Faculty Manual for adjunct faculty. The position does not normally carry benefits.

Terms of Appointment

The term of appointment and compensation of visiting faculty positions are negotiable. Funding sources should be, for the most part, from monies specifically raised for this purpose by the school and should not normally draw on appropriated funds or the annual Citadel Foundation Grant.

The Academic Board supported the establishment of these visiting faculty positions without opposition.

Item 13. Other Matters

BG Carter reported to the Board that the rising Junior Cadet class had been informed that effective May 2008 for a cadet to participate in Commencement without receiving the diploma, the number of hours left to meet degree requirement will be reduced from 17 to 14. This change will be reflected in the 2007-08 catalog.

There being no further business, the meeting was adjourned.

ATTACHMENT A

Summary of the Modern Language Proposals

New Courses

GERM 427

GERM 426

GERM 308

SPAN 423 (note that current SPAN 423 would be changed to SPAN 422)

SPAN 427

CHIN 201

CHIN 202

New Course Descriptions

FREN 304

SPAN 310

SPAN 420

SPAN 421

SPAN 424

SPAN 423 (Again, recall that current SPAN 423 would be changed to SPAN 422)

New Course Titles

FREN 304

SPAN 420

SPAN 424

New Course Number

SPAN 423

GERM 427, Literature of German-Speaking Switzerland Three Credit Hours

Survey of select authors, e.g. Gotthelf, Keller, Meyer, Frisch, Dürrenmatt, Muschg, Bichsel.

Rational: The trend in German is to include the study of the literature and culture of German-speaking countries—and not just of Germany. Although we have already made the transition by including the culture and literature of other German-speaking countries in our classes, it is time that our catalogue reflected this.

Faculty and Resources:

1. Two full-time faculty members are qualified to teach this course
2. Both Drs. Gurganus and Skow will teach this course.
3. No, this is an undergraduate course.
4. No retraining. Development as necessary—new authors, for example.
5. No special needs or resources necessary.
6. See above.

GERM 426, Modern Austrian Literature Three Credit Hours

Survey of select authors since 1900, e.g. Bachmann, Bernhard, Musil, Frischmuth, Jelinek.

Rational: we have been teaching this course as a 450 special topics seminar. It should, however, be reflected in the catalogue. The trend in German is to include the study of the literature and culture of German-speaking countries—and not just of Germany. Although we have already made the transition by including the culture and literature of other German-speaking countries in our classes, it is time that our catalogue reflected this.

Faculty and Resources:

1. Two full-time faculty members are qualified to teach this course
2. Both Drs. Gurganus and Skow will teach this course.
3. No, this is an undergraduate course.
4. No retraining. Development as necessary—new authors, for example.
5. No special needs or resources necessary.
6. See above.

GERM 307. Business German—Practical Applications Three Credit Hours

Serves as a business elective. Acquisition of practical knowledge of German industry and economics. Study and practice of related vocabulary, and the fundamentals of business correspondence. Preparation for the *Zertifikat Deutsch für den Beruf*, an internationally recognized business German exam.

Rational: this is essentially a revision of an extant course bearing the same course number. The rational for the revision in both title (addition of “Practical Applications”) and content is the addition of GERM 308, a second business German course, and the wish to distinguish between

the two. Spanish already has two business language courses and with the heavy presence of German business in the Southeast it makes sense to expand the German program.

Faculty and Resources

1. Two full-time faculty members are qualified to teach this course.
2. Dr. Skow will teach it most of the time.
3. No, this is an undergraduate course.
4. In as much as faculty development is ongoing, of course. Business practices change constantly as do the economic climates of Germany and the US.
5. None.
6. None.

GERM 308. Business German—Current Issues

Three Credit Hours

Study of current issues in the German business world through extensive readings using the internet and current business publications. Practice in business correspondence and business situations. Preparation for the *Zertifikat Deutsch für den Beruf*, an internationally recognized business German exam.

Rational: the addition of a second business German course will offer students the chance to further their knowledge and add to their qualifications in business German. Most German programs offer a two-part business course. Spanish already has two business language courses and with the heavy presence of German business in the Southeast it makes sense to expand the German program. The courses have different emphases because we want students to be able to take one, the other, or both, in any order. Although some of the skills are practiced in both courses, there will not be duplication of topics.

Faculty and Resources

1. Two full-time faculty members are qualified to teach this course.
2. Dr. Skow will teach it most of the time.
3. No, this is an undergraduate course.
4. In as much as faculty development is ongoing, of course. Business practices change constantly as do the economic climates of Germany and the US.
5. None.
6. None.

Course Name/Number:

FREN 304 (an existing course). Change title from "Contemporary French and Francophone Civilization" to "Survey of Non-European francophone literature and Civilization."

Catalog Description:

Change to "A survey of Canadian, African and Caribbean Francophone literature and civilization from early 20th century to the present" to reflect the new title.

Rationale (General Statement):

Francophone literature has become a very important part of French literature and is now studied in all major French programs. It is also recommended by the CHE.

Faculty and Resources Required (list numerically):

1. Number of full time faculty qualified to teach this course: 3.
 2. The course will be taught mostly by: Emory, Jellenik and Toubiana (all permanent faculty)
 3. Will the course be offered in the College of Graduate and Professional Studies? No
 4. Will the course require faculty development or retraining? No.
 5. Resources needed to offer the course (a, b, c, etc.). None
6. What resources will be needed by the faculty to support the course? None.

Course Name/Number:

SPAN 310, Survey of Spanish Peninsula Literature (existing course)

Catalog Description:

Change two words in the current catalog description from "...from the premedieval..." to "...from early medieval..."

Rationale (General Statement):

This minor change better reflects current nomenclature in Hispanic studies.

Faculty and Resources Required (list numerically):

- 1 Number of full time faculty qualified to teach this course: 3.
 - 2 The course will be taught mostly by: Bahk, Del Mastro & Segle (permanent faculty)
 - 3 Will the course be offered in the College of Graduate and Professional Studies? No
 - 4 Will the course require faculty development or retraining? No.
 - 5 Resources needed to offer the course (a, b, c, etc.). None
6. What resources will be needed by the faculty to support the course? None.

Course Name/Number:

SPAN 420, Spanish Literature of the Middle Ages and Renaissance (existing course)

Change title to "Medieval Spanish Literature"

Catalog Description:

Change to "A survey of the most prominent literary works in Spain from the early medieval period to the Renaissance"

Rationale (General Statement):

Previous title and description were too verbose and confusing.

Faculty and Resources Required (list numerically):

- 1 Number of full time faculty qualified to teach this course: 2.
 - 2 The course will be taught mostly by: Segle
 - 3 Will the course be offered in the College of Graduate and Professional Studies? No
 - 4 Will the course require faculty development or retraining? No.
 - 5 Resources needed to offer the course (a, b, c, etc.). None
6. What resources will be needed by the faculty to support the course? None.

Course Name/Number:

SPAN 421, The Golden Age of Spanish Literature (existing course)

Catalog Description:

Change to "A study of the theatre, poetry and narrative of Spain's Golden Age"

Rationale (General Statement):

Previous course description was too verbose.

Faculty and Resources Required (list numerically):

- 1 Number of full time faculty qualified to teach this course: 2.
 - 2 The course will be taught mostly by: Segle
 - 3 Will the course be offered in the College of Graduate and Professional Studies? No
 - 4 Will the course require faculty development or retraining? No.
 - 5 Resources needed to offer the course (a, b, c, etc.). None
6. What resources will be needed by the faculty to support the course? None.

Course Name/Number:

SPAN 423, Eighteenth & Nineteenth Century Literature of Spain

Change number to 422 (currently an unassigned number)

Catalog Description:

Eliminate second half of first sentence so it simply reads "A survey of the major literary trends from Neoclassicism to the Generation of '98."

Rationale (General Statement):

Number change in order to add a new course; New description is more concise.

Faculty and Resources Required (list numerically):

- 1 Number of full time faculty qualified to teach this course: 2.
 - 2 The course will be taught mostly by: Del Mastro
 - 3 Will the course be offered in the College of Graduate and Professional Studies? No
 - 4 Will the course require faculty development or retraining? No.
 - 5 Resources needed to offer the course (a, b, c, etc.). None
6. What resources will be needed by the faculty to support the course? None.

Course Name/Number:

NEW COURSE:

SPAN 423, Contemporary Spanish Poetry. Three Credit Hours

Catalog Description:

"Trends in Spanish Poetry since 1900."

Rationale (General Statement):

This course was previously part of another course (SPAN 424, Twentieth Century Literature of Spain), but covering both 20th century Spanish poetry and narrative in one course proved unwieldy for undergraduates. We therefore decided to separate poetry and narrative for contemporary Spain into two courses, and 423 will be the one dedicated to poetry.

Faculty and Resources Required (list numerically):

- 1 Number of full time faculty qualified to teach this course: 2.
 - 2 The course will be taught mostly by: Bahk
 - 3 Will the course be offered in the College of Graduate and Professional Studies? No
 - 4 Will the course require faculty development or retraining? No.
 - 5 Resources needed to offer the course (a, b, c, etc.). None
6. What resources will be needed by the faculty to support the course? None.

Course Name/Number:

SPAN 424, Twentieth Century Literature of Spain.

Change title to "Contemporary Spanish Narrative"

Catalog Description:

Change to "Literary trends in Spain since 1900."

Rationale (General Statement):

This course previously covered both 20th century Spanish poetry and narrative, which proved too unwieldy for undergraduates. We therefore decided to separate poetry and narrative for contemporary Spain into two courses, and 424 will be the one dedicated to narrative.

Faculty and Resources Required (list numerically):

- 1 Number of full time faculty qualified to teach this course: 2.
 - 2 The course will be taught mostly by: Bahk and Del Mastro
 - 3 Will the course be offered in the College of Graduate and Professional Studies? No
 - 4 Will the course require faculty development or retraining? No.
 - 5 Resources needed to offer the course (a, b, c, etc.). None
6. What resources will be needed by the faculty to support the course? None.

Course Name/Number:

NEW COURSE:

SPAN 427, 19th Century Spanish American Literature. Three credit hours.

Catalog Description:

"An in-depth reading of the major Spanish American authors from the period of independence to *Modernismo*."

Rationale (General Statement):

This course fills a hole in our current Spanish curriculum. Latin American literature has become increasingly important given demographics of the U.S., and this course helps us expand our Latin American curriculum accordingly.

Faculty and Resources Required (list numerically):

- 1 Number of full time faculty qualified to teach this course: 2.
 - 2 The course will be taught mostly by: Urroz
 - 3 Will the course be offered in the College of Graduate and Professional Studies? No
 - 4 Will the course require faculty development or retraining? No.
 - 5 Resources needed to offer the course (a, b, c, etc.). None
6. What resources will be needed by the faculty to support the course? None.

Course Name/Number:

NEW COURSE:

CHIN 201/202, Intensive Intermediate Chinese I and II (6 credit hours)

Catalog Description:

Prerequisite: Chinese 102 (or equivalent)

"Students continue to develop practical communication skills and use of basic structures through speaking, reading, writing, and listening. Daily study and practice of phonetics, orthography, vocabulary, grammar, syntax, idiom. The vocabulary for reading and writing increases to 1,000 characters."

Rationale (General Statement):

Given the difficulties Modern Languages has faced finding qualified adjuncts to teach our Chinese 101/102 course (part of our East Asian Studies Minor program) for just one semester; given growing student interest in Chinese (a phenomenon at many colleges and universities in the U.S.); given the desire of students to continue studying Chinese past the 102 level; and given our desire to allow students completing the Chinese 101/102 sequence to complete their core-curriculum language requirement in Chinese, we wish to add this additional 6-hour course. Offering Chinese 101/102 in the fall and 201/202 in the spring will also give us a better chance to contract an adjunct Chinese professor for a full academic year as opposed to one semester (a concern also expressed by the Provost). Establishing the Chinese 201/202 sequence as a single 6-hour course is in keeping with current foreign language pedagogy and research demonstrating that the most effective teaching of the more difficult foreign languages such as Chinese, Japanese and Korean, requires daily instruction and drill (this is not as critical with languages such as French, German and Spanish). Currently, many college and university Chinese-language courses follow this model.

Faculty and Resources Required (list numerically):

- 1 Number of full time faculty qualified to teach this course: 0.
 - 2 The course will be taught mostly by: adjunct faculty
 3. Will the course be offered in the College of Graduate and Professional Studies? No
 4. Will the course require faculty development or retraining? No.
 5. Resources needed to offer the course (a, b, c, etc.). Adjunct salary for two courses each semester.
6. What resources will be needed by the faculty to support the course? None.

ATTACHMENT B

Revised MBA Curriculum							
Course Designation				Credit Hours		Level	
Old Number	Old Name	Type of Change	New Name	Old	New	Old	New
BADM 603	Managerial Accounting for Decision Making	Deleted		1.5		Basic	NA
BADM 605	Fundamentals of Finance	Deleted		1.5		Basic	NA
BADM 607	Organizational Theory	Deleted		1.5		Basic	NA
BADM 609	Foundations of Marketing	Deleted		1.5		Basic	NA
		Added New	Foundations of Accounting		3	NA	Foundation
		Added New	Foundations of Finance		3	NA	Foundation
		Added New	Foundations of Marketing and International Business		3	NA	Foundation
		Added New	Foundations of Management and Operations		3	NA	Foundation
BADM 604	Statistics and Quantitative Methods for Decision Making	Revised Content	Quantitative Methods	3	3	Basic	Foundation
BADM 608	Professional Communications	Revised Content Changed Level	Communications for Leadership	3	3	Basic	Advanced
BADM 614	Financial Management	Revised Content	Financial Problems	3	3	Advanced	Advanced
BADM 618	Organizational Behavior	Revised Content	Leadership in Organizations	3	3	Advanced	Advanced
BADM 601	Financial Accounting for Decision Making	Revised Content Changed Level	Accounting for Executives	3	3	Basic	Advanced
BADM 606	Economics for Decision Making	Changed Name	Foundations of Economics	3	3	Basic	Foundation
BADM 612	Management Information Systems	Changed Name Changed Level	IT Management	3	3	Basic	Advanced
BADM 616	Marketing Management	Changed Name	Strategic Marketing	3	3	Advanced	Advanced
BADM 635	Strategic Management	Changed Name	Global Business Strategy	3	3	Advanced	Advanced
BADM 610	Legal and Ethical Environment For Decision Makers	Changed Level	Legal and Ethical Environment For Decision Makers	3	3	Basic	Advanced

	Electives	Reduced in Number	Electives	12	6	Electives	Electives
				30	42	Foundation & Advanced Hours	
				42	48	Total Required Hours	

List of New and Revised Courses

Change Made	Course Name	Page Number
Revised Content and Changed Level	Accounting for Executives	3
Revised Content and Changed Level	Communications for Leadership	4
Revised Content	Financial Problems	5
Added New	Foundations of Accounting	6
Added New	Foundations of Finance	7
Added New	Foundations of Management and Operations	8
Added New	Foundations of Marketing and International Business	9
Revised Content	Leadership in Organizations	10
Revised Content	Quantitative Methods	11

BADM 6xx Accounting for Executives

Course Description

This course is designed to provide students with a knowledge of the basic tools and concepts used in managerial accounting and to provide an opportunity for students to employ their knowledge of financial and managerial accounting through case studies and projects. It emphasizes identifying and interpreting relevant accounting information for decision-making by internal and external users. The focus is on the use of accounting information for decision-making, including behavioral and ethical aspects.

Prerequisites: BADM 6xx Foundations of Accounting

Course Objectives

The general objective of the course is to develop and enhance the student's ability to interpret, understand, and use accounting information for decision-making. Specifically, at the end of the course, the student should be able to:

- Understand basic financial and managerial accounting terminology and concepts,
- Be able to use the basic tools of managerial accounting for decision-making,
- Be able to analyze basic financial statements, and
- Be able to evaluate and use information that might be available to an internal or external user for decision-making, including ethical and behavioral decision-making.

Outline Of Topics Covered

- The role of accounting in internal business decisions
- Financial statement analysis as a tool for decision-making
- Cost accounting concepts
- Cost/volume/profit analysis
- Cost accounting systems
- Budgeting
- Internal control and ethics in business situations
- Need for and attempts at international accounting harmonization
- Team work for decision-making

BADM 6xx – Communications for Leadership

Course Description

This course provides insight on the role of organizations as communication systems where effective writing and speaking is crucial for effective leadership. Emphasis is on developing awareness of verbal, non-verbal, and written styles, interpersonal skills, and creating a repertoire of strategies associated with effective leadership.

Prerequisites: None

Course Objectives

The course objectives include (1) introducing students to written and oral communication strategies for effective communication both internally and externally, (2) learning interpersonal communication skills for the modern business/organizational environment, (3) raising the level of communication competence through application of these strategies and skills in both leader and subordinate positions in teams as well as traditional organizations.

Outline of Topics Covered

- Improving Listening
- Written Messages: Letters / Memos / Reports & Proposals
- Business Presentations / Visual Support / Value of Empirical Research
- Crisis Management / Media Management
- Negotiation / Persuasion
- Non-Verbal Communication
- Gender Differences in Communication Style
- Cultural Differences In Communication
- Interpersonal Communication / Building Trust & Openness
- Leader Communication Theory And Practice
- Team Communication Strategies

BADM 6xx –Financial Problems

Course Description

This course provides students with a venue for applying the concepts and techniques from the Foundations of Finance course to complex business problems. The course content will be delivered primarily using the case method of analysis. Emphasis will be on teamwork and group analysis of directed and non-directed business finance cases. Students will be responsible for identifying relevant financial issues, offering alternative solutions, and making, justifying and critiquing recommended courses of action. A portion of the course will be devoted to analyzing cases with a significant international component. The course may also utilize simulation as a part of the course content.

Prerequisites:

BADM 6xx Foundations of Accounting
BADM 6xx Accounting for Executives
BADM 6xx Foundations of Finance
BADM 6xx Quantitative Methods.

Course Objectives

Upon completion of this course students will be able to:

- Analyze complex business problems in the context of common financial management tools
- Integrate different financial tools in addressing financial management challenges
- Create and deliver effective oral and written reports on financial issues.
- Integrate financial management into a global perspective

Outline of Topics Covered

- Integration of financial tools
- Applications of various financial tools to complex and diverse business problems
- Financial Management of Global operations

BADM 6xx Foundations of Accounting

Course Description

This course is designed to provide students with a knowledge of the basic tools and concepts used in financial accounting. It emphasizes identifying and interpreting relevant accounting information for decision-making by external users. The focus is on the four financial statements: the income statement, the statement of changes in equity, the balance sheet, and the statement of cash flows.

Prerequisites: None

Course Objectives

The general objective of the course is to develop and enhance the student's ability to interpret, understand, and use accounting information for decision-making. Specifically, at the end of the course, the student should be able to:

- Understand basic accounting terminology and concepts,
- Be able to analyze basic business transactions and the effect they have on financial statements,
- Be able to analyze basic financial statements, and
- Be able to evaluate and use information that might be available to a user for decision-making, including ethical and behavioral decision-making.

Outline Of Topics Covered

- The role of accounting in businesses
- Required financial statements (Income statement, Statement of Changes in Equity, Balance Sheet, Statement of Cash Flows)
- Basic accounting concepts
- Transaction analysis and recording
- Accounting for merchandising operations
- Internal control
- Account analysis and typical account transactions (Cash, inventory, receivables, fixed assets, liabilities, equity accounts)
- Financial statement analysis

BADM 6xx –Foundations of Finance

Course Description

This introductory course in finance provides students with the financial management tools necessary to analyze complex business financial problems, and offer reasoned alternative solutions. The course builds on principles presented in basic financial and managerial accounting courses, and introduces the student to new financial principles.

Prerequisites: BADM 6xx Foundations of Accounting

Course Objectives

Upon completion of this course students will be able to:

- Use financial math in determining present and future values of both single sums and annuities
- Compute and interpret basic capital budgeting metrics such as net present value, internal rate of return and modified internal rate of return
- Express the theoretical components of interest rates
- Determine expected forward rates from information regarding current spot rates
- Describe the capital formation process
- Describe the financial institutions that participate in the financial markets
- Compute, interpret and analyze common financial ratios for a business
- Compute and interpret the basic financial ratios associated with short term financial management
- Describe the risk return relationship for normal risk averse investors
- Effect basic exchange rate computations, and describe the managerial modifications necessary for international operations

Outline of Topics Covered

- Business Financial Analysis
- Applications of the Time Value of Money
 - Asset Valuation
 - Capital Budgeting
- Interest Rate Theory
 - Components of Interest Rates
 - Forward vs. Spot Rates
 - Estimating Forward Rates
- Financial Institutions
 - Capital Formation Process
- Working Capital Management Techniques
- Fundamentals of Business Risk Analysis and Management
- Financial Management Tools for International Operations

BADM 6xx – Foundations of Management and Operations

Course Description

This course introduces students to the classical management functions: planning, organizing, leading, and the exercise of control. It provides an overview of management theory and practice, with application to the role of operations in service and manufacturing organizations. Students explore the role of operations in building the competitive strength of the firm and in fulfilling the firm's goal of creating value and delivering customer satisfaction. The course integrates classical and modern management concepts with an array of real-world cases, including a survey of the concepts and techniques involved in designing and managing operations.

Prerequisites: BADM 6xx – Quantitative Methods

Course Objectives

Upon completion of this course students will be able to:

- Demonstrate an understanding of management and management thinking
- Describe the organization as a system and explain the major interactions between operations and other functions
- Apply managerial functions (plan, organize, control) to the operations of a firm
- Explain the organizational significance of designing and managing processes to achieve internal and external customer satisfaction
- Explain the complexities associated with implementing change, anticipate problems, and suggest appropriate counter-strategies
- Apply management concepts, modeling skills, and assessment techniques to establish or improve organizational processes, resolve organizational problems, and capitalize on opportunities
- Select and use appropriate quantitative methods for developing insight and solutions to typical issues and problems in operations management

Outline of Topics Covered

- Development and Benefits of Management
- Qualities of Effective Managers
- Planning
- Organizing
- Leading (coverage is minimal, since leadership is covered in-depth in a separate course)
- Communication and Control
- Operations
- System Dynamics
- Variability
- Service and Product Design
- Process Design and Mapping
- Demand Management and Capacity Analysis
- Performance Management
- Quality Management
- Process Control and Improvement
- Project Management
- Application of Quantitative Models

BADM 6xx - Foundations of Marketing and International Business

Course Description

This course provides an introduction to the world of international business including the nature and fundamental concepts of international business, its environment, opportunities in the global marketplace as well as theoretical and applied examples. In addition, the course illustrates how concepts from international business are utilized in the marketing of products and services for the individual firm.

Prerequisites: None

Course Objectives

Upon completion of this course students will be able to:

- To understand the basic concepts in international business
- To realize the opportunities for USA firms going into global markets
- To understand how the concepts from international business are used by individual firms in order to enter overseas markets
- To see how international business fundamentals are used by firms in their marketing decisions regarding product, place, pricing and promotional strategies

Outline of Topics Covered

- International institutions and the monetary system
- Macro-economic and natural resources
- Political and legal forces in international business
- Socio-cultural variables influencing firms in overseas markets
- Marketing strategies involving place, product, promotion and price decisions
- Marketing research
- Models of global consumers
- Ethical issues for global firms
- Strategic planning models

BADM 6xx Leadership in Organizations

Course Description

This required, core MBA course is a seminar that focuses on the understanding and application of organizational theory and leadership principles. In addition, the course will include components on developing individual leadership skills and different theories of organizations. The applications component of the course will include a variety of approaches such as cases, films, guest speakers, individual self-assessment, role play, team building exercises, and a leadership portfolio.

Prerequisites: None

Course Objectives

The general objective of the course is to develop and enhance the student's understanding of organizational theory and how that theory applies to leadership, and then to explore various approaches to leadership. Upon completion of this course students will be able to:

- Demonstrate a broad understanding of organizational theory paradigms and frameworks
- Describe various approaches to organizational theory such as structural and human resource approaches
- Explain how organizational theory applies to the behavior of organizations and to leadership within them
- Select from various approaches to leadership those best suited to them and the situation
- Draw upon their unique strengths and deploy those strengths in leadership roles

Outline of Topics Covered

- Frameworks or paradigms of organizational theory
 - Various theorists
 - Approaches, e.g., structural and human resource concepts
 - Strengths and limitations in understanding and developing leadership
- Approaches to leadership used in all types of organizations
- Managing change
 - Strategies employed by leaders to build effective organizations in an increasingly turbulent world
 - Importance of action as one fulfills the necessity to continuously change and build effective organizations
- Centrality of ethics and integrity in leading all organizations
- Organizational power and politics
- Use and review of a variety of personality instruments to assess individual leadership styles
- Skills for motivating others and building teams
- Conflict and negotiation
- Importance of oral and written skills
- How successful leaders organize their careers and deal with stress

BADM 6xx – Quantitative Methods

Course Description

This course is designed to provide students with knowledge of analytical tools and concepts used in making optimal decisions in the pursuit of organizational goals including cost efficiency, service delivery, and profit. Analytical concepts include probability theory, statistics, regression analysis, forecasting, and utility theory. In addition to the theory covered above, the students will also work on projects employing techniques, particularly regression and forecasting.

Prerequisites: None

Course Objectives

The general objective of the course is to develop and enhance the student's problem-solving and decision-making capabilities in an operational environment. Specifically, when confronted with a management problem, the student should be able to:

- Conceptualize the problem within a statistical and analytical framework.
- Identify the type of problem confronted and the appropriate management techniques for solving the problem.
- Use appropriate tools and software to solve the problem.
- Interpret the results obtained.
- Understand the capabilities and limitations of the technique and software used.
- Apply the results in the decision-making process.

Outline of Topics Covered

- Probability
- Questionnaire Analysis
- Chi-Square Analysis
- Statistical Process Control
- Forecasting
- Multiple Regression Analysis
- Linear Programming
- Transportation Method
- Calculus