

## COLLEGE OF BUSINESS

### ASSESSMENT ACTIVITIES SUMMARY: 2003-2005

#### 1. Meeting the Institutional Mission

During 2003-2005 the administration at the University of Southern Mississippi has tasked the College of Business with contributing to four different university level mission and vision statements. To simplify this report, the CoB activities will be focused on the most recently adopted mission statement. This most recent mission statement was approved by the Board of Trustees on June 16, 2005.

##### a. Purpose of College

The College of Business adopted a new mission and vision statement in August, 2003 (see Appendix A). The CoB now focuses on pursuing our mission of “Developing Careers.” As indicated in the Appendix, the CoB mission statement addresses each of four primary constituency groups: Faculty, Staff, Students, and the Business Community.

##### b. College of Business related to overall University Mission

**Improve Access to Education.** The CoB addresses this university strategy by offering courses and degrees at multiple face-to-face teaching sites and by offering a limited selection of online courses. Future plans call for the CoB to increase non-traditional instructional delivery alternatives at both the graduate and undergraduate levels to further improve the access of Mississippi residents to higher education.

**Ensure Quality Learning Opportunities.** The CoB addresses this university strategy in multiple ways. First, the CoB is dedicated to maintaining AACSB accreditation and the overall high quality standards for curriculum and student learning outcomes mandated by the AACSB. This process relies heavily on the ETS Field Exams and other, more recent, course embedded assessment measures. Second, and in addition to the learning outcome assessment mandated by the AACSB, the CoB has initiated a learning outcome assessment model consistent with the accrediting standards of SACS. This second assessment model was implemented recently and has not yet driven changes to the learning outcome model. The third input to insure quality learning opportunities is feedback provided by corporate recruiters who interview and hire our business students. Finally, we receive significant input from the business community and the CoB Business Advisory Council. In fact, the program level learning outcomes adopted by the CoB faculty for AACSB accreditation were developed in collaboration with the Business Advisory Council

**Promote Research, Innovation, and Scholarship.** The CoB actively contributes to this portion of the university mission in multiple ways. First, almost all faculty members in the college are granted some release time from teaching to focus on research and scholarship. Approximately 40 percent of faculty members' overall performance evaluations are based on scholarly output. The CoB faculty have defined a scholarship contribution profile for the CoB specifying 40 percent basic research, 40 percent applied research, and 20 percent teaching research. Additionally, the CoB dean's office devotes a significant level of monetary resources to support stipends to both faculty and students engaged in research activities. Faculty are encouraged and supported in their efforts to present research findings at scholarly conferences.

**Enhance the Economic Condition of Mississippi.** This university strategy is closely aligned with the overall mission of the CoB. For example, we host an annual Entrepreneur of the Year dinner, and actively engage much of the business community, particularly those businesses located south of Jackson, MS. Our students are a primary source of entry level, management track employees for statewide businesses, we foster the development of entrepreneurial skills that have resulted in many new ventures across the south, and a portion of our students return to family owned businesses. More recently, the CoB has launched the Bureau of Business and Economic Research and the Center for Economic Education, both of which are targeted toward enhancing economic conditions in Mississippi. The CoB has also been awarded a Title VI-B Business and International Education (BIE) grant to help small and mid-sized companies in Mississippi expand their market base by internationalizing their businesses.

**Enrich Quality of Life.** The CoB hosts several programs intended to enhance the quality of life within and outside of the university. Internally, we support a plethora of student organizations designed to engage students in an active learning culture and provide extracurricular learning. We also host several different speaker forums open to the public that focus on relevant and timely business matters. Finally the CoB participates in the "Issues and Answers" forum sponsored by various colleges and hosted on the Gulf Park campus.

## **2. Ongoing Goals and Objectives of the College**

The College of Business identifies goals and objectives as part of the ongoing strategic planning process conducted in accordance with the AACSB accreditation guidelines. The most recent version of the CoB annual AACSB update is attached as Appendix B. This report will be updated in early July as part of the ongoing strategic management process within the college. While not yet finalized, key activities in the upcoming year will probably include restructuring the MBA program, implementation of the new undergraduate curriculum, and an expansion of the career services programs in the college.

### **3. Special Goals and Objectives**

The college has two activities, both related to funds development, to report in this section. First, the college is investing significant resources in an effort to obtain accurate alumni data. This process has already begun. We are waiting for the initial test data to determine whether we should continue working with initial vendor. Second, the college must design and initiate a funds development campaign to raise capital dedicated to a new building for the College of Business. An architect has been selected to conduct the necessary planning studies prior to the building design. While significant support is expected from the state and from the university, the CoB will need to raise sufficient sums to speed the project and insure that the final design, fit, and finish of the project are adequate.

### **4. Greatest Achievements for College, 2003 – 2005.**

- Approved a new mission and vision statement
- Approved a revised governance structure for the college
- Adopted a statement of Core Values for the college
- Developed and initiated the first academic integrity policy at the university
- Initiated a college level Career Services Office
- Redesigned the Undergraduate Curriculum based on previous (albeit informal) learning outcome feedback
- Developed formal learning outcomes for college programs

### **5. Most Significant Changes, 2003 – 2005**

- The new College of Business was established as part of the university reorganization July 1, 2003 (from the old College of Business Administration). All relevant budget dollars were reallocated as units were reorganized. Thus, there was no net budget effect even though the CoB operating budget increased.
- The Fashion Merchandising program was added to the Department of Marketing in January, 2004. The relevant operating budget for this program was added to the College. Thus, there was no net budget effect from this change.
- The Department of Economic Development was removed from the CoB in October, 2004. The relevant operating budget was removed from the College. Additionally, the overall budget for the College of Business was reduced approximately \$90,000 when a line was removed from the Department of Economics and transferred out of the College. The justification for removing this instructional line from the CoB was that the line would be used to support a Center for Economic Education (this center was subsequently established by the College of Business).
- The CoB established a Career Services office to support student job placement. This office is consistent with our mission of developing careers. No new resources were provided for this office. As a consequence, approximately \$40,000 was transferred away from academics to alternative student support.
- The CoB established the Bureau of Business and Economic Research. No new funds were provided by the university.

- The CoB established the Center for Economic Education. No new funds have been provided by the university. The faculty line dedicated to support this function was not returned to the College of Business.

## **6. Budget Impact of Changes**

Overall the changes made in the College of Business have had limited net budget effect. In most cases, when units were moved in or out of the college the relevant revenue and cost streams were also moved in or out of the college. The exception to this pattern was the removal of an instructional line when the Department of Economic Development was removed from the College. No new net resources have been added to the College of Business to support new programs or initiatives by the university.

## **7. Assessment Driven Curriculum Revisions**

The CoB initiated a continuous improvement process for the undergraduate program in the Fall, 2003 semester. This process was initiated to bring the CoB into compliance with the accrediting standards of the AACSB. The primary objective during the 03-04 academic year was to develop learning objectives for both graduate and undergraduate programs. The learning objectives were developed as a collaborative effort between the CoB faculty and the Business Advisory Council. Multiple learning objectives were identified for each program and adopted by faculty vote at the conclusion of the 03-04 academic year.

During the 04-05 academic year the faculty concentrated on revising the undergraduate program. This effort was motivated by five factors: 1) continued compliance with AACSB accreditation standards, 2) qualitative review of approximately 10 years of ETS Field Exam data, 3) conversations with the business community (including corporate recruiters), 4) the professional judgment of the faculty that the curriculum was in need of revision, and 5) a mandate for the IHL Board of Trustees to reduce undergraduate degrees from a minimum of 128 credit hours to a maximum of 124 credit hours.

The global result of the continuous improvement process was a streamlined curriculum for the BSBA degree. The faculty re-engineered the program to increase the rigor of the program, to enhance the oral and written communication skills students developed during the program, and to reduce the length of the BSBA program from a minimum of 128 credit hours to a minimum of 120 credit hours. This re-engineered program (see Appendix C) was approved by the CoB faculty and the University Academic Council. However, the program has not yet received a positive recommendation from the Provost.

In addition to this global re-engineering of the undergraduate curriculum, numerous other adjustments were made to individual courses and majors. A partial listing of changes follows.

- Based on poor student performance on the ETS exam and feedback from the business community the MIS faculty renumbered and revised the content of the MIS sequence. This change will be implemented in the 05-06 course listing.

- Employer feedback indicated that undergraduate accounting students needed to improve their communication skills. In response to this feedback writing assignments were added to the curriculum, particularly to ACC 407.
- ACC 309 was added to the curriculum to increase students' computer network knowledge in response to changes in the CPA Exam.
- Based on feedback from the Banking and Finance advisory group Finance students will now be required to take intermediate accounting (ACC 325) rather than cost (managerial) accounting.
- Based on the professional judgment of the faculty, finance majors will no longer be allowed to take FIN 380, a course geared toward more general business majors.
- Based on industry feedback and the professional judgment of the faculty, the old Hospitality Management program was converted to a BSBA degree. This degree has been approved for the 05-06 course listing.
- Based on poor ETS performance the management faculty revised the content of MGT325 to include linear programming and project scheduling.
- Based on poor ETS performance, the management faculty altered the content of MGT 300 to include group dynamics, team management, and entrepreneurship.

## APPENDIX A

### VISION STATEMENT FOR COLLEGE OF BUSINESS AT THE UNIVERSITY OF SOUTHERN MISSISSIPPI

**Mission:** Developing careers.

**Vision:** To become the leading agent for career development in Mississippi and along the gulf coast.

This vision of career development focuses on the following actions, opportunities and outcomes for specific constituencies that follow:

#### **Students:**

- Requiring the acquisition of the functional skills necessary to be competitive in the entry-level job market for the student's selected field.
- Developing an understanding of the managerial skills necessary to successfully move from entry-level positions to supervisory positions.
- Nurturing an appreciation of the life-long learning skills and requirements necessary for a successful career as an upper level manager or business entrepreneur.

#### **Faculty:**

- Providing the opportunities and resources necessary for development of the individual's career within higher education.
- Generating contacts with the local business community that enhance a faculty member's ability to engage in the scholarship of discovery, application, and/or teaching.

#### **Staff:**

- Creating growth opportunities that allow skill enhancement necessary for career advancement both within the university and within the business community.

#### **Business Community**

- Increasing the number of career opportunities for all constituencies by facilitating the growth of existing businesses within the relevant geographic area.
- Increasing the number of career opportunities for all constituencies by encouraging the entrance of new businesses into the relevant geographic area.
- Partnering with existing and future members of the relevant business community by providing a full range of educational products and services to the business community.

## APPENDIX B

### ANNUAL MAINTENANCE PLAN UPDATE, 2004<sup>1</sup>

#### Progress Report for 2003-2004

Initial Draft, 6/22/04

### THREE YEAR ROLLING PLAN: 2003

Initial Draft, 10/7/03; revised 10/14/03.

A key element in the AACSB maintenance of accreditation model is the strategic planning process. Given the recent reorganization of the university, changes in the university strategy, and the reconfiguration of the college into the College of Business and Economic Development, the college needs to reinitiate a strategic planning process and revise our strategic objectives. To structure the initial discussions, I offer the following strategic objectives as a “straw man (person?)” model. As we identify the important strategic objectives, remember that we will need to identify behaviors, practices, and routines that will help the college achieve the objectives. There is still much to be done in this planning cycle.

#### PRIORITY OBJECTIVES

1. Design and Implement AACSB continuous improvement model.
  - a. Progress is ongoing – new vision/mission approved
  - b. Participatory governance structure designed
  - c. Design strategic planning process.
  - d. New AACSB accreditation committee formed; Chair off to AACSB
  - e. Dean and others attending AACSB meetings
  - f. Many of the issues addressed in this strategic plan outline.

**To date, most of the activities identified under the first object were accomplished during the academic year. The College of Business and Economic Development has approved a revised Mission, Vision, and governance structure. The AACSB accreditation committee has selected three sets of comparison schools. Multiple administrators and faculty members have or will attend AACSB meetings during the year.**

2. Design and implement assessment of learning outcomes.
  - a. Reactivate the Assessment and Teaching Committee.
  - b. Allocate sufficient funding.
  - c. Implement the assessment strategy designed by the committee

**This committee has been reactivated and is making significant progress toward improving our assessment of learning outcomes. The CBED has initiated a timeline for assessing learning outcomes that follows the timeline mandated by the AACSB. Multiple CBED faculty members have attended AACSB assessment workshops. The CBED has allocated**

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<sup>1</sup> The information that follows in a bold font is the progress made during the previous year. Progress for the current academic year will be included in early July, 2005.

**\$10,000 per year for three years (a total of \$30,000) to initiate the assessment process. This amount constitutes approximately 20% of the total budget currently allocated to the accreditation process.**

3. Average compensation in the business school to increase by 15% over the three year period (contingent on legislative approval of 12% increases).
  - a. Develop and implement performance management system including annual performance guidelines and tenure expectations.
  - b. Focus on increasing the variance in merit raises; range from 0% to double digits (to the extent possible – sometime the allowable range is restricted by upper administration). Currently zero variance due to across the board raises last year.
  - c. Push to move new hires to AACSB average.
  - d. Targeted faculty to AACSB average.

**Our progress on this set of objectives is mixed. First, upper administration mandated that the top 10% of the faculty would receive an 8% mid-year raise. It appears that the university will also allocate a budget for regular merit salary increases this year, but the exact amount has not yet been determined. Improving economic conditions in the state and ongoing efficiency gains in the university signal the potential for raises in the next academic year.**

**Although no progress was made toward drafting a revised performance management system significant discussion was held. We expect to make substantial progress on this effort during the 2004-2005 academic year. The prospect of raises in future years should motivate many faculty members to help refine our current performance document so that our system becomes more accurate and valid.**

**Some progress was made toward moving new hires to the AACSB salary averages. The result, of course, was salary inversions between new hires and more senior assistant professors. This issue will require significant attention across time. Some of the difference may be made up with the use of Business Advisory funds. Additionally, the dean's office will retain approximately 25% of any available raise pool to make market adjustments for target faculty.**

4. Rationalize the course schedule to a demand driven model.
  - a. Develop forecasting model to significantly reduce the number of very small classes.
  - b. Make strategic decisions about what classes can be offered in large sections.
  - c. Determine capacity
  - d. Identify strategic growth areas and acknowledge that growth areas may result in smaller classes in the short term.

**Little demonstrable progress was made on this objective. The problem appears to be two-fold. First, the Office of Institutional Research has not been responsive to the data requests needed for this project. This lack of responsiveness is attributable to staff turnover and**



shortages rather than a lack of cooperation from the IR office. We anticipate that we should begin receiving the data we need this fall. Second, the lack of flexibility in some curriculum sequences places artificial constraints on our ability to manage class size. Unfortunately, this will require a curriculum fix rather than a scheduling fix. Currently, CBED faculty are very resistant to reducing required hours or to altering the current and somewhat cumbersome prerequisite management system. State mandated curriculum changes may help to address some of these issues during the upcoming academic year.

5. Enhance the research productivity (publications) of the CBED.
  - a. Develop a more accurate and rigorous journal classification system.
  - b. Conduct a citation analysis of the published work of all faculty members in the CBED.
  - c. Increase the research reassignment time of all untenured assistant professors.
  - d. Develop a performance management system that differentiates workload and rewards based on the level of research productivity.
  - e. One "Premier" publication for the CBED in the next three years, then one "Premier" publication for the CBED per year.

**Progress has been made on this objective, but there has not yet been sufficient time-lag to determine if our actions will be successful. The teaching load for all assistant professors was reduced from a 3-3 load to a 2-3 load. Discussion about a journal classification system was begun, and the conversation is ongoing. We are also beginning discussions about the mix of intellectual contributions that is appropriate for our college. We expect to continue to make progress on this goal during the next academic year. We need to identify additional activities to enhance the level of intellectual contributions in the college.**

## **RESOURCE ENHANCEMENT OBJECTIVES**

6. Annual giving to increase by 15%.
  - a. Increase dues participation in BAC from current 35% to 75%.
  - b. Variable fee structure for BAC.
  - c. Develop long-term development strategy.

**At this time the USM Foundation is unable to provide accurate data about our annual giving during the previous academic year. Thus, we are unable to accurately assess our progress toward this objective as originally stated. Further, new initiatives in the college are resulting in attracting "one time" funds that are dedicated for specific projects. Such funds complicate the issue of "annual giving". As a consequence of these events, we will need to rethink some of our development metrics.**

**During the last year significant progress was made in our efforts to re-energize the Business Advisory Council. At the Spring, 04 meeting the BAC conducted a strategic planning session that resulted in an initial outline of a new business plan. This plan will be finalized before July 1, 2004. Portions of this new business plan address each of the above objectives. It appears that the revised structure and mission for the BAC will result in**

**increased contributions to the College of Business and Economic Development. Members of the BAC are becoming more active in our capital campaign activities.**

7. 10 million dollars raised for capital campaign from private sector.
  - a. Develop capital campaign plan.
  - b. 2 additional named professorships
  - c. 1 named center
  - d. 1 named program

**We have made good progress on our capital campaign activities during the current fiscal year. During the 2003-2004 fiscal year the College of Business and Economic Development raised in the range of 1.3 to 1.5 million dollars. During the 2004-2005 fiscal year we have established a goal of 2.5 million. We now realize that the 10 million dollar goal may have been overly ambitious.**

**One of the gifts received during the 03-04 fiscal year will result in the addition of a named professorship and a named program. At the current time, however, the donor has requested that the University maintain donor confidentiality. The new development officer has developed an outline for a long-term capital campaign, and we are in the initial stages of developing promotional materials.**

#### **STUDENT SERVICES OBJECTIVES**

8. Development of placement activities in-house
  - a. Greater cooperation with Placement Services
  - b. Creation of placement office in the CBED
  - c. Hire a dedicated placement professional to be housed in the CBED
  - d. Design and implement an internship program within the CBED

**We have made outstanding progress on this objective – most of the activities listed above have been accomplished. Given the importance of career placement to our mission of developing careers, we are extremely pleased with our progress. We now have an active partnership with the University Career Services office. We have opened a Career Services Office in the CBED and hired a full time Career Services and Placement Officer. We are in the very early stages of creating a more formal undergraduate internship program.**

**One exciting development not included in our initial list of strategic goals was the creation of career services interview space within the CBED. In partnership with the University Career Services office and the Vice President of Student Affairs we are developing a suite of corporate interview offices that will be available for interviewing in the Fall, 04 semester. The creation of this interview space addresses directly deficiencies that were identified in our last AACSB reaffirmation of accreditation review.**

9. Re-engineer the student advising process

- a. More efficient management of students in Undergraduate Services Office
- b. Creation and implementation of Faculty Advising System

**Some progress has been made toward addressing difficulties with the current student advising and enrollment process. Most importantly, on July 1, 2004 the newly created position of Director of Undergraduate Programs will be filled. Dr. Gwen Pate will be responsible for oversight of the undergraduate programs and the undergraduate services office. Under Dr. Pate's leadership significantly more progress should be made on this front during the 2004-2005 academic year.**

- 10. Academic conduct process

**The CBED faculty developed and approved an Academic Integrity Policy during the 03-04 academic year. Implementation of this policy will begin during the 04-05 academic year.**

### **PROGRAM DEVELOPMENT OBJECTIVES**

- 11. Undergraduate programs completely revised and implemented.
  - a. Incorporate the new areas into the curriculum; economic development as a core course.
  - b. Reduce the number of hours associated with a major.

**Little progress was made revising the undergraduate program. However, state mandated changes are likely to serve as a catalyst for program redesign during the 04-05 academic year.**

- 12. Design and launch 5 year MBA Program
  - a. Using current course offerings with 500 level courses for undergraduates
  - b. Attract 20-30 undergraduates by the end 2006 – 07

**See 04-05 plan, item \*\***

- 13. Design and launch distance learning MBA
  - a. Think about this as a hybrid model
  - b. Follow Syracuse model – focus on the Coast?

**See 04-05 plan, item \*\***

- 14. Design and launch 3 certificate programs via distance learning
  - a. Key issue here it to package certificates as unique packages of courses we currently offer.
  - b. Develop certificate offering in Hospitality management?
  - c. Perhaps in Government contracting?

- d. International business?

**This objective may be deleted or delayed. Other planned program revisions have priority.**

- 15. Reinvent Ph.D. program
  - a. Assure rigor and quality in coursework
  - b. Integrate all graduate business faculty into program
  - c. Consider effort to rename to reflect reorganized college

**No progress was made on addressing the deficiencies in the current Ph.D. program due to unanticipated constraints. Currently there is some ongoing discussion about the appropriate location for this program. This issue is likely to receive additional attention in the 04-05 academic year. If the program continues to be housed in the CBED program review will proceed.**

## **GROWTH OBJECTIVES**

- 16. Increase the student credit hour production on the Hattiesburg campus by 20%
  - a. Grow the number of CBED majors by 10%
  - b. Remainder of growth to come as a result of better serving the larger university.

**Due to the University restructuring and fluctuation in admissions criteria, it is inappropriate to compare 02-03 enrollments to 03-04 enrollments. However, the CBED did experience an increase of approximately 3% in credit hour production between the fall and spring semesters. (Generally, we would expect a slight decrease in enrollment between these semesters.) More accurate enrollment tracking will begin next fall.**

- 17. 25% increase in MBA students at GP campus
  - a. Redesign program for focused concentration
  - b. Ensure consistency and transferability of core courses among campuses
  - c. Cooperation with business community on the coast.
  - d. Advertising

**Recruiting efforts are in progress. This effort has expanded to include all coast operations. The possibility exists for significant growth (at least in the short term) in Jackson County. It is unclear at this time if JC growth will reduce enrollment in other coastal locations. Thus, until we have fall, 04 enrollment data, we cannot accurately assess our progress.**

- 18. Increase number of tenure track positions in CBED by 10% (contingent on student growth).

**One position was added to the CBED budget during the 03-04 academic year. At this time, I have tentative agreement to add a second additional new line to the tourism program on**

**the GP campus. This additional new line is contingent of final approval to offer the casino/resort emphasis in the tourism program. Additionally the CBED was allowed to combine multiple instructor positions into two new tenure track positions on the GP campus. Additional lines will be contingent on enrollment increases. Thus, it appears that we were able to add 4 new faculty lines to the college during the academic year.**

## **SCHOLARSHIP ACTIVITIES**

19. Begin developing a culture that values the scholarship of discovery, application, and learning.
  - a. Identify important teaching journals.
  - b. Open contacts for Faculty interested in developing cases.
  - c. Other

**Discussion on this issue was initiated and will continue. There is some resistance in the CBED to accepting the importance of applied and pedagogical intellectual contributions. These conversations will continue in the upcoming year. We expect to make significant progress as we move through the fall semester.**

20. Increase in funded research activities
  - a. Increase to 5 faculty with sufficient external funding to buy release time.
  - b. Increase to 3 faculty eligible for MIDAS program
  - c. 10 percent increase in number of external funding proposals submitted

**There has not been a significant increase in grant acceptances. However, there appears to be an increase in the number of research contracts, particularly economic impact studies.**

## APPENDIX C

# Memorandum

From: Undergraduate Programs Committee (UPC)  
To: CoB Faculty  
Date: 6 April 2005  
Subject: Revised Proposed 120-hour Degree Program

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A copy of the proposed 120-hour CoB degree program is attached. It contains several revisions from the previously distributed proposals. Several small editorial changes were made for clarification purposes and other changes include: 1) BTE 361 and SCM 320 have been added as possible communication electives (previously called other restricted electives), 2) a foreign language has been added as a possible choice under other required courses, and 3) PS 300 has been renumbered to PS 350 to reflect a course numbering change.

The 120-hour degree program and associated curriculum changes will be voted on as a package by the Undergraduate Programs Committee on their 13 April meeting. It will then be voted on by the faculty at the 15 April faculty meeting. It is important to identify any problems with the proposed program as soon as possible so we can address them prior to the UPC meeting on 13 April. Please read over the proposed program and footnotes very carefully and let your UPC member know of any potential problems. A summary of key changes to achieve the 120-hour degree program is provided below.

- CoB degree program hours have been reduced from 128 to 120 (the number of hours in majors has *not* been reduced).
- A total of 4.5 hours has been dropped from the old CoB core (CSC 100 – 3 HRS; BA 303 – 1.5 HRS).
- A total of 13 – 16 hours has been dropped from the old general education requirements depending on courses selected by students (SCM 111 or SCM 320 – 3 HRS ; FL 401 – 3 HRS; ANT 221 or GHY 341 or ANY FOREIGN LANGUAGE – 3 HRS; HPR 105 – 1 HR; NFS 167 – 1 HR; TWO COURSES FROM FAM 150 – 2 HRS, FMA 332 – 3 HRS, HON 321 – 1 HR, or PSY 301 – 1 HR). SCM 320 has been moved to communication electives (see attached table).
- A cultural elective has been added to allow for study abroad. For students who do not want to study abroad, elective choices include ANT 101 (The Human Experience: A Global Perspective on Human Diversity), ANT 311 (World Cultures), GHY 331 (Cultural Systems in the Environment), GHY 341 (Geography and World Political Affairs), HIS 424 (The World in the 20<sup>th</sup> Century), PS 350 (Political Systems in the Modern World), or a foreign language (no FL 401).
- Six hours of restricted electives have been added to improve student verbal and written communication. Choices include BTE 200 (Introduction to Business Communication), BTE 361 (Computer Applications in Business Education 1), ENG 301 (English Grammar), SCM 320 (Business and Professional Speaking), or a foreign language. Students may not take both ENG

301 and BTE 200 for credit. BTE 200 is in the process of being renumbered and renamed to BTE 300 (Business English). BTE 361 addresses Microsoft Word, Excel, and PowerPoint. Students may take up to six hours of foreign language if taken as a sequence (no FL 401). The list of acceptable courses is still a work in progress.

A more detailed summary of the proposed 120-hour degree program and associated curriculum changes is provided in the attached table.

## SUMMARY OF PROPOSED 120-HOUR CBA DEGREE PROGRAM

General Education Requirements <sup>1</sup>	Business Administration Core <sup>5</sup>	Major	Other Required Courses	Communication Electives <sup>9</sup>	Electives <sup>10</sup>
<i>University</i> ENG 101 (3) ENG 102 (3) MGT 400 (3) <sup>2</sup> ENG 203 (3) HIS 101 (3) HIS 102 (3) SOC 101 (3) ART 130 or DAN 130 or MUS 365 or THE 100 (3) MAT 101 (3) 2 LAB SCIENCE (8) PSY 110 or PS 101 (3) Preview (1)  <i>College of Business</i>  BTE 480 (3) <sup>3</sup> MAT 102 (3) <sup>4</sup>	ACC 200 (3) BA 200 (3) ECO 201 (3) ECO 202 (3) ACC 300 (3) <sup>6</sup> BA 301 (3) ECO 336 (3) FIN 300 (3) MGT 325 (3) MGT 300 (3) MIS 300 (3) MKT 300 (3) MGT 400 (3)		PHI 300 (3) <sup>7</sup>  <i>Choose three hour cultural elective from:</i> <sup>8</sup> Study Abroad (3) ANT 101 (3) ANT 221 (3) ANT 311 (3) GHY 331 (3) GHY 341 (3) HIS 424 (3) PS 350 (3) Foreign Language (3)	<i>Choose six hours from:</i>  BTE 200 (3) BTE 361 (3) ENG 301 (3) SCM 320 (3) Foreign Language (3)	
45 hours	36 hours	21 hours	6 hours	6 hours	6 hours

<sup>1</sup>General education requirements include both University general education requirements (38 hours) and College of Business general education requirements (6 hours). It also includes a one-hour course for preview. A total of 13 – 16 hours has been dropped from the old general education requirements depending on courses selected by students (SCM 111 or SCM 320 – 3 HRS ; FL 401 – 3 HRS; ANT 221 or GHY 341 or ANY FOREIGN LANGUAGE – 3 HRS; HPR 105 – 1 HR; NFS 167 – 1 HR; TWO COURSES FROM FAM 150 – 2 HRS, FMA 332 – 3 HRS, HON 321 – 1 HR, or PSY 301 – 1 HR)

<sup>2</sup>MGT 400 is a writing intensive course which meets written and oral communication requirements and is part of the business administration core. MGT 400 course hours will be counted here rather than as part of the business administration core. The course grade in MGT 400 counts as part of the business core GPA.



<sup>3</sup>BTE 480 is not required by the University, but is required by the CoB. It is writing intensive and includes two graded speeches and a resume requirement. Students will be required to take this course during their junior year. BTE 480 is in the process of being renumbered to BTE 380.

<sup>4</sup>MAT 102 is not required by the University, but is required by the CoB.

<sup>5</sup>A total of 4.5 hours has been dropped from the old CoB core (CSC 100 – 3 HRS; BA 303 – 1.5 HRS); MGT 400 hours are counted under the general education requirements. As noted above, the MGT 400 course grade will count as part of the business core GPA.

<sup>6</sup>All CBA majors except accounting and MIS with financial emphasis require ACC 300 (Managerial Accounting). ACC 320 (Elementary Cost Accounting) is required for accounting majors and MIS majors with financial emphasis.

<sup>7</sup>PHI 300 (Business Ethics) has been moved from the general education requirements to other required courses.

<sup>8</sup>A cultural elective is necessary to allow for study abroad. For students who do not want to study abroad, elective choices include ANT 101 (The Human Experience: A Global Perspective on Human Diversity), ANT 311 (World Cultures), GHY 331 (Cultural Systems in the Environment), GHY 341 (Geography and World Political Affairs), HIS 424 (The World in the 20<sup>th</sup> Century), PS 350 (Political Systems in the Modern World), or a foreign language (no FL 401).

<sup>9</sup>The purpose of these communication electives is to improve student verbal and written communication. Choices include BTE 200 (Introduction to Business Communication), BTE 361 (Computer Applications in Business Education 1), ENG 301 (English Grammar), SCM 320 (Business and Professional Speaking), or a foreign language. Students may not take both ENG 301 and BTE 200 for credit. BTE 200 is in the process of being renumbered and renamed to BTE 300 (Business English). BTE 361 addresses Microsoft Word, Excel, and PowerPoint. Students may take up to six hours of a foreign language if taken as a sequence (no FL 401). The list of acceptable courses is still a work in progress.

<sup>10</sup>Departments with directed electives will designate them here.