

2012-2013 LONG SIGNATURE SHEET



UNC CHARLOTTE

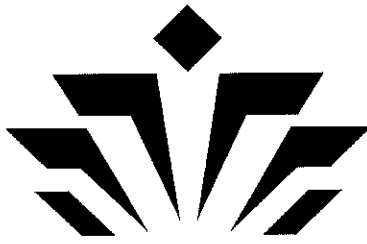
Proposal Number: MBA 07-24-13

Proposal Title: Establishment of a Graduate Certificate in Business Foundations

Originating Department: MBA Program

TYPE OF PROPOSAL: UNDERGRADUATE _____ GRADUATE XXX UNDERGRADUATE & GRADUATE _____
 (Separate proposals sent to UCCC and Grad. Council)

DATE RECEIVED	DATE CONSIDERED	DATE FORWARDED	ACTION	SIGNATURES
9-2-2013	9-13-2013	9-16-2013	Approved	<u>DEPARTMENT CHAIR</u> Gary Kohut
10/14/13	10/25/13	11/26/13	Approved	<u>COLLEGE CURRICULUM COMMITTEE CHAIR</u> [print name here:] Alan Blankley
12/2/2013	12/6/2013	12/6/2013	Approved	<u>COLLEGE FACULTY CHAIR (if applicable)</u> [print name here:] Rob Roy McGregor
12/6/13	12/6/13	12/6/13	Approved	<u>COLLEGE DEAN</u> [print name here:] Steven H. Ott
			Approved	<u>GENERAL EDUCATION</u> (if applicable; for General Education courses) [print name here:]
			Approved	<u>UNDERGRADUATE COURSE & CURRICULUM COMMITTEE CHAIR</u> (for undergraduate courses only)
12-6-13	1-14-14	4-17-14	Approved	<u>GRADUATE COUNCIL CHAIR</u> (for graduate courses only) ALAN R. FREITAG
				<u>FACULTY GOVERNANCE ASSISTANT</u> (Faculty Council approval on Consent Calendar)
				<u>FACULTY EXECUTIVE COMMITTEE</u> (if decision is appealed)



UNC CHARLOTTE

LONG FORM COURSE AND CURRICULUM PROPOSAL

To: Dr. Alan Freitag, Graduate Council Chair

From: Dr. Gary Kohut, MBA Program Director

Date: July 24, 2013

Re: Establishment of a Graduate Certificate in Business Foundations

I. CONTENT OF PROPOSALS

A. PROPOSAL SUMMARY.

1. **SUMMARY.** Establishment of a Graduate Certificate in Business Foundations.

B. JUSTIFICATION.

Nearly half of the students entering the Belk College of Business MBA program each year do so without an undergraduate degree in business. The Graduate Certificate in Business Foundations would allow students in pursuit of admission to the MBA program to satisfy all of their required preparatory courses.

Additionally, students considering graduate study in business would have the opportunity to explore foundational material prior to formally committing to a full graduate degree program. This certificate may serve as a pathway for these students to continue on to other graduate programs in business, be they at UNC Charlotte or other universities.

Lastly, students graduating with non-business academic backgrounds who are interested in pursuing careers in business may find benefit in the Graduate Certificate in Business Foundations as they seek entry-level employment opportunities. Having a general understanding of economics, information

systems, accounting, finance and quantitative analysis will help make them more competitive candidates and more prepared employees.

1. No prerequisites would be required.
2. Course numbers would not change as a result of this proposal.
3. The Graduate Certificate in Business Foundations would provide students without business undergraduate degrees a mechanism for completing preparatory course work prior to admission to the MBA. It would also benefit candidates exploring future graduate study and/or careers in business.

C. IMPACT.

1. This proposal would provide an active student status for candidates completing MBA preparatory classes prior to MBA admission. This will allow Belk College Staff to work with and track students to support them in the admission process, which is more difficult to do when they are post-baccalaureate (non-degree) students.
 - a. No additional courses should be required as a result of this proposal.
 - b. No change to the content of course offerings should be required. These courses would be offered each summer. They have not been offered for the last 2 years as academic courses, but the MBA program has committed to delivering them again for incoming MBA students beginning summer 2014.
 - c. Expected enrollment is 20-30 students per year.
 - d. Students in the Graduate Certificate in Business Foundations would take these courses along with admitted MBA students. Combining them should ensure full classes each summer. Anyone needing preparatory classes without previous academic course work in business will be directed to take these courses each summer.
 - e. The certificate will be added to the Belk College section of the graduate catalog.

II. RESOURCES REQUIRED TO SUPPORT PROPOSAL.

When added resources are not required, indicate "none". For items which require "none" explain how this determination was made.

- A. **PERSONNEL.** The administrative aspects will be handled by the Graduate Programs staff. Courses will need to be staffed by appropriately qualified Belk College of Business or adjunct faculty.
- B. **PHYSICAL FACILITY.** None. There is capacity to offer these classes in the Center City Building.
- C. **EQUIPMENT AND SUPPLIES:** None. No special equipment is required.

- D. **COMPUTER.** None. No additional computer resources are needed.
- E. **AUDIO-VISUAL.** None. No additional audio-visual needs exist.
- F. **OTHER RESOURCES.** A small amount of printing may be required to print promotional materials.
- G. **SOURCE OF FUNDING.** Printing will be paid for by the Belk College Graduate Programs budget.

III. CONSULTATION WITH THE LIBRARY AND OTHER DEPARTMENTS OR UNITS

- A. **LIBRARY CONSULTATION.** Attached.
- B. **CONSULTATION WITH OTHER DEPARTMENTS OR UNITS.** N/A

IV. INITIATION, ATTACHMENTS AND CONSIDERATION OF THE PROPOSAL

- A. **ORIGINATING UNIT.** Briefly summarize action on the proposal in the originating unit including information on voting and dissenting opinions.

The MBA Program Committee unanimously approved the proposal on September 13, 2013.

The Belk College Graduate Council approved the proposal on October 25, 2013.

The Belk College of Business Faculty approved the proposal on December 6, 2013.

- B. **CREDIT HOUR. (Mandatory if new and/or revised course in proposal)**
N/A

- C. **ATTACHMENTS.**

1. **CONSULTATION:** N/A
2. **COURSE OUTLINE/SYLLABUS:** N/A
3. **PROPOSED CATALOG COPY:** Listed in the Belk College section of the graduate catalog.

Charlotte. Successful completion of this certificate does not guarantee admission to the MBA program, but successful performance can help demonstrate academic readiness for graduate study if one's undergraduate performance doesn't indicate this. All courses taken in fulfillment of this certificate must be taken from UNC Charlotte; no transfer courses will be accepted for credit leading to the certificate. To be considered for admission to the MBA, candidates must still apply separately to be considered based on the overall competitiveness of their application credentials.

The Graduate Certificate in Business Foundations may also prove beneficial for those considering graduate study in business in general, those without undergraduate business course work seeking to improve their competitiveness for entry-level careers in business and those with a general interest in developing an introductory level of business acumen.

MBAD 5110: Foundations of Economics (3 credits)

MBAD 5121: Business Information Systems (3 credits)

MBAD 5131: Principles of Financial Accounting and Financial Management (3 credits)

MBAD 5141: Business Statistics and Quantitative Analysis (3 credits)

Total: 12 credit hours

4. ACADEMIC PLAN OF STUDY (UNDERGRADUATE ONLY): N/A
5. STUDENT LEARNING OUTCOMES: See the enclosed assessment plan.
6. TEXTBOOK COSTS: N/A

IMPORTANT NOTE: A Microsoft Word version of the final course and curriculum proposal should be sent to facultygovernance@uncc.edu upon approval by the Undergraduate Course and Curriculum Committee and/or Graduate Council chair.

Student Learning Outcomes for the Graduate Certificate in Business Foundations

The learning outcomes for the Graduate Certificate in Business Foundations are as follows:

- Students will demonstrate knowledge of basic economic theories and to be able to apply them to everyday situations. (Assessed in MBAD 5110)
- Students will demonstrate the ability to apply analytical and critical-thinking skills to a variety of business problems. (Assessed in MBAD 5121 and MBAD 5131)
- Students will demonstrate knowledge of basic linear mathematics, calculus, probability, and statistics. (Assessed in MBAD 5141)



UNC CHARLOTTE

2013-14 Student Learning Outcomes Assessment Plan and Report

(Document student learning outcomes assessment plans and assessment data for each undergraduate and graduate degree program and certificate program, stand alone minor, and distance education program offered online only.)

College: Belk College of Business

Name of Degree or Certificate Program/Stand Alone Minor/Online Distance Education Program: Graduate Certificate in Business Foundations

Reflection on the Continuous Improvement of Student Learning

1. List the changes and improvements your program planned to implement as a result of last year's student learning outcomes assessment data.
2. Were all of the changes implemented? If not, please explain.
3. What impact did the changes have on student learning?

n/a – this is a new assessment plan for the proposed Graduate Certificate in Business Foundations

Student Learning Outcome 1 (knowledge, skill or ability to be assessed)

Students will demonstrate knowledge of basic economic theories and to be able to apply them to everyday situations.

Changes to the Student Learning Outcomes Assessment Plan: If any changes were made to the assessment plan (which includes the Student Learning Outcome, Effectiveness Measure, Methodology and Performance Outcome) for this student learning outcome since your last report was submitted, briefly summarize the changes made and the rationale for the changes.

n/a

Effectiveness Measure: Identify the data collection instrument, e.g., exam, project, paper, etc. that will be used to gauge acquisition of this student learning outcome and explain how it assesses the desired knowledge, skill or ability. A copy of the data collection instrument and any scoring rubrics associated with this student learning outcome are to be submitted electronically to the designated folder on the designated shared drive.

The instrument used to assess student mastery of this learning outcome will include questions embedded in course exams. Specifically, the questions will gauge students' mastery of the following effectiveness measures:

1. Students will demonstrate knowledge of microeconomics.
2. Students will demonstrate knowledge of macroeconomics.
3. Students will demonstrate knowledge of basic economic theories and be able to apply them to "real world" issues.

Methodology: Describe when, where and how the assessment of this student learning outcome will be administered and evaluated. Describe the process the department will use to collect, analyze and disseminate the assessment data to program faculty and to decide the changes/improvements to make on the basis of the assessment data.

This SLO will be measured in MBAD 5110: Foundations of Economics every other Summer semester.

Student performance for each of the effectiveness measures will be assessed using questions embedded in course exams. Students that answer 80% of the questions associated with each effectiveness measure correctly will be deemed to have satisfied learning related to that effectiveness measure.

Program faculty members are responsible for collecting assessment data. Program faculty report(s) individual student assessment results to the Belk College of Business Assurance of Learning [AoL] Data Center. The Data Center collects and combines the program's assessment data from across multiple courses and sections. The Data Center then aggregates the data and returns statistical results to all program faculty. Program faculty members analyze these results and hold a closing the loop meeting following the semester in which assessment was conducted to complete the continuous improvement process. At this meeting, program faculty determine what changes or improvements should be made to instruction, the program, individual courses, or to the assessment process. Changes are implemented the next time the course is taught.

Performance Outcome: Identify the percentage of students assessed that should be able to demonstrate proficiency in this student learning outcome and the level of proficiency expected. *Example: 80% of the students assessed will achieve a score of "acceptable" or higher on the Oral Presentation Scoring Rubric.* (Note: a copy of the scoring rubric, complete with cell descriptors for each level of performance, is to be submitted electronically to the designated folder on the designated shared drive.)

With respect to each of the effectiveness measures,

1. 80% of students assessed will answer 80% of exam questions correctly to demonstrate knowledge of microeconomics.
2. 80% of students assessed will answer 80% of exam questions correctly to demonstrate knowledge of macroeconomics.
3. 80% of students assessed will answer 80% of exam questions correctly to demonstrate knowledge of basic economic theories and be able to apply them to "real world" issues.

Summer 2013 Assessment Data	
n/a	

Plans for 2014-15: Based upon the 2013 assessment data included in this annual report, what changes/improvements will the program implement during the next academic year to improve performance on this student learning outcome?

n/a

Assessment Lead's Comments on Student Learning Outcome 1:

n/a

Student Learning Outcome 2
(knowledge, skill or ability to be assessed)

Students will demonstrate the ability to apply analytical and critical-thinking skills to a variety of business problems.

Changes to the Student Learning Outcomes Assessment Plan: If any changes were made to the assessment plan (which includes the Student Learning Outcome, Effectiveness Measure, Methodology and Performance Outcome) for this student learning outcome since your last report was submitted, briefly summarize the changes made and the rationale for the changes.

n/a

Effectiveness Measure: Identify the data collection instrument, e.g., exam, project, paper, etc. that will be used to gauge acquisition of this student learning outcome and explain how it assesses the desired knowledge, skill or ability. A copy of the data collection instrument and any scoring rubrics associated with this student learning outcome are to be submitted electronically to the designated folder on the designated shared drive.

The instruments used to assess student mastery of this learning outcome will include questions embedded in course exams. Specifically, the instruments will gauge students' mastery of the following effectiveness measures:

1. Students will demonstrate knowledge of how to analyze financial statements.
2. Students will demonstrate knowledge of how to interpret financial data.
3. Students will demonstrate the ability to apply critical thinking and analytical skills to solve business problems.

Methodology: Describe when, where and how the assessment of this student learning outcome will be administered and evaluated. Describe the process the department will use to collect, analyze and disseminate the assessment data to program faculty and to decide the changes/improvements to make on the basis of the assessment data.

This SLO will be measured in MBAD 5121: Business Information Systems and MBAD 5131: Principles of Financial Accounting and Financial Management, every other Summer semester.

Student performance for all three effectiveness measures will be assessed using questions embedded in course exams. Students that answer 80% of the questions associated with each effectiveness measure correctly will be deemed to have satisfied learning related to that effectiveness measure.

Program faculty members are responsible for collecting assessment data. Program faculty report(s) individual student assessment results to the Belk College of Business Assurance of Learning [AoL] Data Center. The Data Center collects and combines the program's assessment data from across multiple courses. The Data Center then aggregates the data and returns statistical results to all program faculty. Program faculty members analyze these results and hold a closing the loop meeting following the semester in which assessment was conducted to complete the continuous improvement process. At this meeting, program faculty determine what changes or improvements should be made to instruction, the program, individual courses, or to the assessment process. Changes are implemented the next time the course is taught.

Performance Outcome: Identify the percentage of students assessed that should be able to demonstrate proficiency in this student learning outcome and the level of proficiency expected. *Example: 80% of the students assessed will achieve a score of "acceptable" or higher on the Oral Presentation Scoring Rubric.* (Note: a copy of the scoring rubric, complete with cell descriptors for each level of performance, is to be submitted electronically to the designated folder on the designated shared drive.)

With respect to each of the effectiveness measures,

1. 80% of students assessed will answer 80% of exam questions correctly to demonstrate knowledge of how to analyze financial statements.
2. 80% of students assessed will answer 80% of exam questions correctly to demonstrate knowledge of how to interpret financial data.
3. 80% of students assessed will answer 80% of exam questions correctly to demonstrate the ability to apply critical thinking and analytical skills to solve business problems.

Summer 2013 Assessment Data	
n/a	n/a

Plans for 2014-15: Based upon the 2013 assessment data included in this annual report, what changes/improvements will the program implement during the next academic year to improve performance on this student learning outcome?

n/a

Assessment Lead's Comments on Student Learning Outcome 2:

n/a

Student Learning Outcome 3
(knowledge, skill or ability to be assessed)

Students will demonstrate knowledge of basic linear mathematics, calculus, probability, and statistics.

Changes to the Student Learning Outcomes Assessment Plan: If any changes were made to the assessment plan (which includes the Student Learning Outcome, Effectiveness Measure, Methodology and Performance Outcome) for this student learning outcome since your last report was submitted, briefly summarize the changes made and the rationale for the changes.

n/a

Effectiveness Measure: Identify the data collection instrument, e.g., exam, project, paper, etc. that will be used to gauge acquisition of this student learning outcome and explain how it assesses the desired knowledge, skill or ability. A copy of the data collection instrument and any scoring rubrics associated with this student learning outcome are to be submitted electronically to the designated folder on the designated shared drive.

The instruments used to assess student mastery of this learning outcome will include assignments and exams. Specifically, the instruments will gauge students' mastery of the following effectiveness measures:

1. Students will demonstrate the ability to apply linear mathematics to solve business problems.
2. Students will demonstrate the ability to apply calculus to solve business problems.
3. Students will demonstrate the ability to apply probability to solve business problems.
4. Students will demonstrate the ability to apply statistics to solve business problems.

Methodology: Describe when, where and how the assessment of this student learning outcome will be administered and evaluated. Describe the process the department will use to collect, analyze and disseminate the assessment data to program faculty and to decide the changes/improvements to make on the basis of the assessment data.

This SLO will be measured in MBAD 5141: Business Statistics and Quantitative Analysis, every other Summer semester.

Student performance for all four effectiveness measures will be assessed using questions embedded in course exams. Students that answer 80% of the questions associated with each effectiveness measure correctly will be deemed to have satisfied learning related to that effectiveness measure.

Program faculty members are responsible for collecting assessment data. Program faculty report(s) individual student assessment results to the Belk College of Business Assurance of Learning [AoL] Data Center. The Data Center collects and combines the program's assessment data from across multiple courses. The Data Center then aggregates the data and returns statistical results to all program faculty. Program faculty members analyze these results and hold a closing the loop meeting following the semester in which assessment was conducted to complete the continuous improvement process. At this meeting, program faculty determine what changes or improvements should be made to instruction, the program, individual courses, or to the assessment process. Changes are implemented the next time the course is taught.

Performance Outcome: Identify the percentage of students assessed that should be able to demonstrate proficiency in this student learning outcome and the level of proficiency expected. *Example: 80% of the students assessed will achieve a score of "acceptable" or higher on the Oral Presentation Scoring Rubric.* (Note: a copy of the scoring rubric, complete with cell descriptors for each level of performance, is to be submitted electronically to the designated folder on the designated shared drive.

With respect to each of the effectiveness measures,

1. 80% of students assessed will earn 80% or higher on the questions relating to the application of linear mathematics, calculus, probability, and statistics to solve a variety of business problems.

Summer 2013 Assessment Data	
n/a	

Plans for 2014-15: Based upon the 2013 assessment data included in this annual report, what changes/improvements will the program implement during the next academic year to improve performance on this student learning outcome?
n/a

Assessment Lead's Comments on Student Learning Outcome 3:
n/a

Assessment Lead's Overall Comments

n/a