

2015-2016 LONG SIGNATURE SHEET



UNC CHARLOTTE

Proposal Number: MS MGMT 3-17-2016

Proposal Title: Establishment of a Master of Science in Management

Originating Department: Belk College of Business

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

DATE RECEIVED	DATE CONSIDERED	DATE FORWARDED	ACTION	SIGNATURES
3/10/16	3/17/16	3/18/16	Approved	<u>MS in Management Planning Committee Chair</u> [print name here:] Jennifer Troyer
3/18/16	3/31/16	3/31/16	Approved	<u>COLLEGE CURRICULUM COMMITTEE CHAIR</u> [print name here:] Chandra Subramaniam
3/31/16	4/22/16	4/22/16	Approved	<u>COLLEGE FACULTY CHAIR (if applicable)</u> [print name here:] Rob Roy McGregor
4/22/16	4/22/16	7/13/16	Approved	<u>COLLEGE DEAN</u> [print name here:] Steven Ott
			Approved	<u>GENERAL EDUCATION</u> (if applicable; for General Education courses) [print name here:]
			Approved	<u>HONORS COLLEGE</u> (if applicable; for Honors courses & programs) [print name here:]
			Approved	<u>UNDERGRADUATE COURSE & CURRICULUM COMMITTEE CHAIR</u> (for undergraduate content)
8/25/16	10/4/16	10/7/16	Approved	<u>GRADUATE COUNCIL CHAIR</u> (for graduate content) Rob Roy McGregor
				<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: Graduate Council Chair

From: Belk College Graduate Council

Date:

Re: Establishment of a MS in Management

The Long Form is used for major curriculum changes. Examples of major changes can include:

Undergraduate: Major changes include new undergraduate degrees, minors, concentrations, certificates, and changes to more than 50% of an existing program (Note: changing the name of an academic department does not automatically change the name(s) of the degree(s). The requests must be approved separately by the Board of Governors.)

Graduate: Major changes include new graduate courses, major changes to an existing graduate course or major changes to an existing graduate program

Submission of this Long Form indicates review and assessment of the proposed curriculum changes at the department and collegiate level either separately or as part of ongoing assessment efforts.

*Proposals for undergraduate courses and programs should be sent to the Undergraduate Course and Curriculum Committee Chair. Proposals related to both undergraduate and graduate courses, (e.g., courses co-listed at both levels) must be sent to both the Undergraduate Course and Curriculum Committee and the Graduate Council.

UNIVERSITY OF NORTH CAROLINA AT CHARLOTTE

NEW GRADUATE PROGRAM PROPOSAL FOR A MS IN MANAGEMENT

COURSE AND CURRICULUM PROPOSAL FROM: BELK COLLEGE OF BUSINESS

TITLE: ESTABLISHMENT OF A NEW MASTER OF SCIENCE IN MANAGEMENT

II. CONTENT OF PROPOSALS

A. PROPOSAL SUMMARY.

1. SUMMARY.

The Belk College of Business proposes to add a new, interdisciplinary Master of Science (MS) in Management degree. The proposed MS in Management will expose individuals without a business background to basic business skills. The MS in Management program is designed for recent graduates of sciences, engineering, humanities, and social sciences disciplines who are interested in gaining marketable skills in functional areas of business. Students will learn the fundamentals of business in areas such as finance, business analytics, marketing, operations, accounting, economics, information technology, ethics, organizational behavior, and leadership.

Students in the program will:

- Learn the fundamentals of business by gaining knowledge in all areas through a core business curriculum.
- Strengthen transferrable skills to allow for employment in business and management disciplines.
- Be prepared to solve business problems, evaluate and sell ideas, and lead teams across a wide variety of functions and industries.

The MS in Management is a full-time, one-year, 30-credit hour program. Curriculum will provide individuals with a comprehensive overview of key business topics, making them marketable in today's business world. Students will learn how to conduct quantitative business analyses; how to manage talent, a marketing department, information resources, and the organization's operations; individual, group, and organizational issues that affect and shape organizations; the role and impact of management decisions on employees, customers, investors, and the environment; and financial, economic, and accounting strategies required of managers.

B. JUSTIFICATION.

1. Identify the need addressed by the proposal and explain how the proposed action meets the need.

Employers are seeking well-rounded employees with strong business and management fundamentals who can use critical thinking and analytical decision making skills to solve problems. The MS in Management program builds upon students undergraduate studies, giving graduates a thorough grounding in business principles, strategies, and tools. The curriculum of the MS in Management program bridges students' undergraduate work with its application in a business context by providing fundamental business knowledge and skills, giving graduates the tools they need to become employable.

According to the Graduate Management Admission Council 2014 Application Trends Survey Report, 58% of Master in Management programs report increased application volume compared with the previous year. The 2014 Application Trends Survey Report also highlights that compared to MBA programs, more specialized business master's program candidates are reporting no work experience, as was the case for 59% of Master in Management applicants. Business schools across the nation are developing specialized masters programs designed to give those without work experience the skills they need to enter the workforce.

2. Discuss prerequisites/corequisites for course(s) including class-standing, admission to the major, GPA, or other factors that would affect a student's ability to register.

The minimum admission requirements for the program are:

- a. An earned bachelor's degree from a regionally accredited college or university in a non-business field;
- b. An overall undergraduate grade point average of at least a 3.0 (based on a 4.0 scale);
- c. A completed application submitted online through the Graduate School's application system;
- d. A statement of purpose (essay) submitted online as part of the application submission process;
- e. Letter of recommendation;
- f. Official transcript(s) of all academic work attempted beyond high school;
- g. Official GRE or GMAT scores;
- h. A resume; and
- i. A minimum TOEFL score of 220 (computer-based), 557 (paper-based), or 83 (internet based) or a minimum IELTS band score of 6.5 is required from any applicant whose native language is not English.

Students will be required to complete a college algebra course earning a grade of B or better or equivalent prior to enrolling in the program.

3. Demonstrate that course numbering is consistent with the level of academic advancement of students for whom it is intended.

The following new courses have been proposed:

Offered in Fall Semester

MGMT 6100 Quantitative Business Analysis: This course will provide an introduction to the analytical foundations of business decision making. Students will learn to identify important issues to be considered when working with data to answer a question. They will also learn the basics of analyzing data and making decisions based on the analysis. Topics covered include basic statistics through regression analysis.

MGMT 6110 Information Systems Management: Information Systems are an essential tool for conducting business and gaining a competitive edge in an increasingly global economy. This course will educate future managers on conceptual foundations underlying the management of information resources. Students will also be exposed to widely used business applications software.

MGMT 6120 Management and Organizational Behavior: This course will examine individual, group, and organizational issues that affect and shape organizations. Topics will include individual differences, motivation, communication, decision-making, leadership, power, organizational structure and design, and change.

MGMT 6130 Principles of Financial and Managerial Accounting: Accounting is the language of business. This course will teach students how to interpret financial statements to evaluate the performance and strength of a business. Student will also learn how organizations determines the cost of providing goods and services; uses accounting data for budgeting and profit planning; and identifies strategies for improving the quality of goods and services for customers while increasing efficiency, profitability, and sustainability of the organization.

Offered in Spring Semester

MGMT 6140 Marketing from a Management Perspective: Since all companies (i.e., both for-profit and non-profit), require some form of selling to be in business, it is incumbent upon managers to have an

understanding of marketing processes. This course will educate future managers on the psychology and sociology associated with consumer behaviors. Upon completion students will have the skills needed to make informed and critical decisions required for the company's future profitability.

MGMT 6150 Managing your Organization's Operations: The operations function is an integral part of every organization, and managers must be familiar with issues arising in this area. This course will educate future managers on understanding how to manage the provision of goods and services both effectively and efficiently, as well as understanding how to improve related processes.

MGMT 6160 Managing Talent for Strategic Advantage: Human resource management plays an important role in creating and sustaining competitive advantage. This course will focus on the manager's role in attracting, developing, and retaining talent in organizations. Contemporary issues such as globalization, outsourcing, workforce diversity, mergers and acquisitions, downsizing, and occupational health, safety, and security will be explored in terms of their strategic value.

MGMT 6170 Analysis for Financial Management: This course covers the theory and practice of financial management including financial instruments and markets, financial statement analysis, financial forecasting, cost of capital and capital budgeting, and evaluating investment opportunities. Students will learn the methods and techniques for assessing the financial health of a company, planning future financial performance, and creating value for shareholders.

Offered in Summer Session

MGMT 6180 Economics for Managers: Economics for managers covers the micro and macroeconomic concepts required to understand the environment in which business firms operate. Topics covered include supply and demand, the behavior of firms and consumers, business cycles, exchange rates, and the effects of monetary and fiscal policies.

MGMT 6190 Managerial Ethics and Leadership: This class will involve an examination of the role and impact of management decisions on employees, customers, investors, and the environment. This capstone course focuses on management and decision making to facilitate ethical and sustainable organizations.

4. In general, how will this proposal improve the scope, quality and/or efficiency of programs and/or instruction?

The MS in Management program will enhance the Belk College's portfolio of master's degrees. It will allow the College to reach an untapped student market, while teaching fundamental business courses within the expertise areas of the College faculty.

Exposure to fundamental business skills will enable individuals without a business background to gain marketable skills in functional areas of business. The MS in Management program is designed for students seeking to combine their undergraduate field of study with a graduate-level management education, and will develop well-rounded graduates who are well positioned to pursue careers in a broad range of fields.

5. If course(s) has been offered previously under special topics numbers, give details of experience including number of times taught and enrollment figures.

N/A

- C. **IMPACT.** Changes to courses and curricula often have impacts both within the proposing department as well as campus-wide. What effect will this proposal have on existing courses and curricula, students, and other departments/units? Submit an Impact Statement that fully addresses how you have assessed potential impacts and what the impacts of this proposal might be. Consider the following:

1. What group(s) of students will be served by this proposal? (Undergraduate and/or graduate; majors and/or non-majors, others? Explain). Describe how you determine which students will be served.

The focus for the proposed MS in Management program will be recent graduates of sciences, engineering, humanities, and social sciences disciplines who are interested in gaining marketable skills in functional areas of business. The MS in Management program is designed for recent undergraduate students without a business background. Students must have an earned bachelor's degree with a GPA of at least a 3.0 on a 4.0 scale. Students from non-English speaking countries will have to demonstrate proficiency in English through acceptable scores on the TOEFL or IELTS exams. Students will also submit a statement of purpose, official GRE or GMAT scores, and a resume. Students satisfying these requirements and whose personal statement aligns with the program will be served through the MS in Management program.

2. What effect will this proposal have on existing courses and curricula?
- a. When and how often will added course(s) be taught?

The MS in Management program will be offered in a traditional classroom setting. Courses will generally be offered once a year, depending on enrollment. Courses will be offered in a lock-step format with students completing four courses in the Fall semester, four courses in the Spring semester, and two courses in Summer session.

- b. How will the content and/or frequency of offering of other courses be affected?

This will not affect the offering of any other courses or programs that the Belk College of Business currently offers.

- c. What is the anticipated enrollment in course(s) added (for credit and auditors)?

It is anticipated that the MS in Management program will enroll 50 students in the first year, growing to a steady-state enrollment of about 150 students within four years.

- d. How will enrollment in other courses be affected? How did you determine this?

There is little overlap in existing programs at UNC Charlotte. MS in Management students will have different skill sets than those enrolled in the College's other master's programs. As such, existing master programs at UNC Charlotte are not likely to be impacted.

The MS in Management will complement the Belk College's existing MBA program. The MBA program is designed for working professionals, and the average student has seven years of work experience. Traditional part-time MBA students complete the program while working, where they are currently in entry-level business and management jobs or have moved beyond the entry-level. Student work experience and knowledge obtained while on the job play an important role in shaping the curriculum delivered and learning environment. The MS in Management will be a full-time program designed for students with no work experience. It will provide students with a broad overview of different areas of business, equipping them with the knowledge and skills they need to immediately succeed in entry-level business and management job opportunities. We do not expect the MS in Management to directly affect the growth of the MBA program. The two programs will have very different curricula, and they will likely be taught by different faculty members. The curriculum of the MS in

Management program bridges students undergraduate work with its application in a business context by providing fundamental business knowledge and skills, whereas the curriculum of the MBA program goes beyond teaching basic business concepts and instead offers depth, breadth, and focused concentration options.

e. Identify other areas of catalog copy that would be affected, including within other departments and colleges (e.g., curriculum outlines, requirements for the degree, prerequisites, articulation agreements, etc.)

New catalog copy will need to be developed. The proposed catalog copy is presented in Appendix C. Additionally, the Degree Programs Offered by the Belk College of Business listing will need to be updated.

III. 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.** Specify requirements for new faculty, part-time teaching, student assistants and/or increased load on present faculty. List by name qualified faculty members interested in teaching the course(s).

The current faculty in the Belk College of Business have the expertise needed to teach the courses in the proposed MS in Management program. The MS in Management program will utilize faculty members in all of the College’s departments (Accounting, Business Information Systems/Operations Management, Economics, Finance, Management, and Marketing). The College anticipates requesting four new clinical faculty positions in various disciplines to support the MS in Management program. These faculty teach eight sections per year. The table below highlights the Belk College graduate faculty members who are qualified to teach in the proposed MS in Management program. At any given point in time, we anticipate only a small number of these faculty will actually be teaching in the program.

NAME (F, P)*	ACADEMIC DEGREES & COURSEWORK Relevant to Courses Taught, Including Institution & Major List specific graduate coursework, if needed	OTHER QUALIFICATIONS & COMMENTS Related to Courses Taught
Louis Amato (F)	Ph.D. (Economics), University of South Carolina	<ul style="list-style-type: none"> • 35+ years of economics teaching experience • Author or co-author of more than 25 peer reviewed journal articles
Denis Arnold (F)	Ph.D. (Philosophy), University of Minnesota, Twin Cities	<ul style="list-style-type: none"> • Nearly 10 years of management teaching experience • Author or co-author of 15+ peer reviewed journal articles • Author or co-author of 6 books • Editor-In-Chief of <i>Business Ethics Quarterly</i> • Served as dissertation chair for 2 doctoral candidates
George Banks (F)	Ph.D. (Management/Organizational Behavior and Human Resources), Virginia Commonwealth University	<ul style="list-style-type: none"> • 1 year of management teaching experience • Author or co-author of 20+ peer reviewed journal articles
Joyce Beggs (F)	Ph.D. (Business, Strategic Management Major), University of Tennessee at Knoxville	<ul style="list-style-type: none"> • 25+ years of management teaching experience • Author or co-author of 20+ peer reviewed journal articles
Lloyd Blenman (F)	Ph.D. (Economics/Finance), Ohio State University	<ul style="list-style-type: none"> • Nearly 30 years of finance teaching experience • Author or co-author of 30+ peer reviewed journal articles • Served as dissertation chair for 9 doctoral candidates
Charles Bodkin (F)	Ph.D. (Marketing), Virginia Polytechnic Institute and State University	<ul style="list-style-type: none"> • 25 years of marketing teaching experience • Author or co-author of 25 peer reviewed journal articles
Hughlene Burton (F)	Ph.D. (Accounting), University of Alabama	<ul style="list-style-type: none"> • 20 years of accounting teaching experience • Author or co-author of 60+ peer reviewed journal articles
Richard Buttimer (F)	Ph.D. (Real Estate), University of Georgia	<ul style="list-style-type: none"> • Nearly 15 years of real estate and finance teaching experience • Author or co-author of 20+ peer reviewed journal articles • Served as dissertation chair for 5 doctoral candidates
Jack Cathey (F)	Ph.D. (Accounting), Virginia Polytechnic Institute and State University	<ul style="list-style-type: none"> • Nearly 30 years of accounting and tax teaching experience • Author or co-author of 8 peer reviewed journal articles
Victor Chen (F)	Ph.D. (Strategy and International Business), Simon Fraser University	<ul style="list-style-type: none"> • 4 years of management and international business teaching experience • Author or co-author of 14 peer reviewed journal articles • Co-founder and associate editor of <i>Transitional Corporations Review</i>
Calvin Chesson (F)	J.D., University of North Carolina Chapel Hill	<ul style="list-style-type: none"> • 10+ years of business law teaching experience • Experienced lawyer
I-Hsuan Chiang (F)	Ph.D. (Finance), Boston College	<ul style="list-style-type: none"> • Nearly 10 years of finance teaching experience • Author or co-author of 3 peer reviewed journal articles

Steven Clark (F)	Ph.D. (Mathematical Sciences, Applied Economics), Clemson University	<ul style="list-style-type: none"> • Nearly 15 years of finance and mathematical finance teaching experience • Author or co-author of nearly 15 peer reviewed journal articles • Served as dissertation chair for 4 doctoral candidates
Richard Conboy (F)	Ph.D. (Management), Virginia Polytechnic Institute and State University	<ul style="list-style-type: none"> • 30+ years of management teaching experience
John Connaughton (F)	Ph.D. (Economics), Northeastern University	<ul style="list-style-type: none"> • 30+ years of economics teaching experience • Author or co-author of 10+ peer reviewed journal articles • Led UNC Charlotte Economic Forecast for 30+ years
Peter Davis (F)	Ph.D. (Business Administration, Strategic Management), University of South Carolina	<ul style="list-style-type: none"> • 25+ years of management teaching experience • Author or co-author of 30 peer reviewed journal articles, 3 books • Served as dissertation chair for 5 doctoral candidates • Associate editor of <i>International Business: Research, Teaching, and Practice</i>
Craig Depken, II (F)	Ph.D. (Economics), University of Georgia	<ul style="list-style-type: none"> • 20+ years of economics teaching experience • Author or co-author of 30+ peer reviewed journal articles, 4 books
Sunil Erevelles (F)	Ph.D. (Business Administration/ Marketing), The Ohio State University	<ul style="list-style-type: none"> • 20+ years of marketing teaching experience • Author or co-author of more than 20+ peer reviewed journal articles • Special issue editor for the <i>Journal of Business Research</i> and the <i>Journal of Personal Selling and Sales Management</i>
Karen Ford-Eickhoff (F)	Ph.D. (Business Administration: Organizations and Strategy), University of Tennessee	<ul style="list-style-type: none"> • Nearly 5 years of management teaching experience • Author or co-author of 2 peer reviewed journal articles
Paul Gaggl (F)	Ph.D. (Economics), University of California at Davis	<ul style="list-style-type: none"> • Nearly 5 years of economics teaching experience • Author or co-author of 4 peer reviewed journal articles
John Gandar (F)	Ph.D. (Economics), University of Missouri	<ul style="list-style-type: none"> • 30+ years of economics teaching experience • Author or co-author of 20+ peer reviewed journal articles
Howard Godfrey (F)	Ph.D. (Accounting), University of Alabama	<ul style="list-style-type: none"> • 40 years of accounting teaching experience • Author or co-author of more than 15 peer reviewed journal articles
Janaki Gooty (F)	Ph.D. (Organizational Behavior, Management), Oklahoma State University	<ul style="list-style-type: none"> • 7 years of management teaching experience • Author or co-author of 14 peer reviewed journal articles
Jared Hansen (F)	Ph.D. (Business Administration, Marketing), Texas Tech University	<ul style="list-style-type: none"> • Nearly 10 years marketing teaching experience • Author or co-author of 10+ peer reviewed journal articles
Keejae Hong (F)	Ph.D. (Accounting), University of Illinois, Urbana- Champaign	<ul style="list-style-type: none"> • 5 years of accounting teaching experience • Author or co-author of 4 peer reviewed journal articles
Nima Jalali (F)	Ph.D. (Marketing), University of Wisconsin-Milwaukee	<ul style="list-style-type: none"> • 1 year of marketing teaching experience • Author or co-author of 2 peer reviewed journal articles
Ed Jernigan (F)	Ph.D. (Management), Memphis State University	<ul style="list-style-type: none"> • 25+ years of management teaching experience • Author or co-author of 20+ peer reviewed journal articles

Monica Johar (F)	Ph.D. (Management Science, Information Systems) University of Texas at Dallas	<ul style="list-style-type: none"> • 10 years of management information systems teaching experience • Author or co-author of 7 peer reviewed journal articles • Served as dissertation chair for 3 doctoral candidates
Franz Kellermanns (F)	Ph.D. (Strategic Management), University of Connecticut	<ul style="list-style-type: none"> • 10 years of management teaching experience • Nearly 10 years of consulting work • Author or co-author of more than 80+ peer reviewed journal articles, 2 books • Served as dissertation chair for 15 doctoral candidates
David Kerr (F)	Ph.D. (Accounting), Michigan State University	<ul style="list-style-type: none"> • 10+ years of accounting teaching experience • Author or co-author of nearly 20 peer reviewed journal articles
Moutaz Khouja (F)	Ph.D. (Production/Operations Management), Kent State University	<ul style="list-style-type: none"> • 25 years of operations management teaching experience • Author or co-author of nearly 60 peer reviewed journal articles • Served as dissertation chair for 6 doctoral candidates
Dolly King (F)	Ph.D. (Finance), University of Wisconsin at Madison	<ul style="list-style-type: none"> • 20 years of finance teaching experience • Author or co-author of more than 20 peer reviewed journal articles • Served as dissertation chair for 11 doctoral candidates
Chris Kirby (F)	Ph.D. (Finance), Duke University	<ul style="list-style-type: none"> • 20+ years of finance teaching experience • Author or co-author of 17 peer reviewed journal articles, 1 book • Served as dissertation chair for 1 doctoral candidate
Gary Kohut (F)	Ph.D. (Management), Southern Illinois University at Carbondale	<ul style="list-style-type: none"> • 30+ years of management teaching experience • Author or co-author of more than 10 peer reviewed journal articles
Ram Kumar (F)	Ph.D. (Information Systems and Management Science), University of Maryland	<ul style="list-style-type: none"> • 20+ years of management information systems teaching experience • Author or co-author of nearly 25+ peer reviewed journal articles • Served as dissertation chair for 9 doctoral candidates • Associate editor for <i>Decision Support Systems</i> and <i>Journal of Database Management</i> • Co-recipient of \$486,300 NIST grant
Hwan Lin (F)	Ph.D. (Economics), University of Illinois Urbana-Champaign	<ul style="list-style-type: none"> • 20+ years of economics teaching experience • Author or co-author of 15 peer reviewed journal articles
Greg Martin (F)	Ph.D. (Business Administration/Accounting), University of Colorado at boulder	<ul style="list-style-type: none"> • 5+ years of accounting teaching experience • Author or co-author of 4 peer reviewed journal articles
David Mauer (F)	Ph.D. (Finance), Purdue University	<ul style="list-style-type: none"> • 30 years of finance teaching experience • Author or co-author of 30+ peer reviewed journal articles
Rob Roy McGregor (F)	Ph.D. (Economics), University of South Carolina	<ul style="list-style-type: none"> • 25 years of economics teaching experience • Author or co-author of nearly 15 peer reviewed journal articles, 1 book
Alyson Metcalfe (F)	M.S.R.E., University of North Carolina at Charlotte	<ul style="list-style-type: none"> • 10 years of industry experience • 2 years of real estate teaching experience

Matt Metzgar (F)	Ph.D. (Economics), University of Tennessee, Knoxville	<ul style="list-style-type: none"> • 10+ years of economics teaching experience • Author or co-author of 8 peer reviewed journal articles
Sangkil Moon (F)	Ph.D. (Marketing), University of Iowa	<ul style="list-style-type: none"> • 10+ years of marketing and analytics teaching experience • Author or co-author of 18 peer reviewed journal articles
Patricia Mynatt (F)	Ph.D. (Business Administration/Accounting), University of North Carolina at Chapel Hill	<ul style="list-style-type: none"> • 10+ years of accounting teaching experience • Author or co-author of 7 peer reviewed journal articles
Faith Neale (F)	Ph.D. (Risk Management and Insurance), Florida State University	<ul style="list-style-type: none"> • 10+ years of insurance and finance teaching experience • Author or co-author of 8 peer reviewed journal articles
Steven Ott (F)	Ph.D. (Finance), University of Wisconsin-Madison	<ul style="list-style-type: none"> • Nearly 25 years of finance and real estate teaching experience • Author or co-author of 25 peer reviewed journal articles
Tony Plath (F)	D.B.A. (Finance), Kent State University	<ul style="list-style-type: none"> • Nearly 30 years of finance teaching experience • Author or co-author of 7 peer reviewed journal articles
Steven Rogelberg (F)	Ph.D. (Industrial/Organizational Psychology), University of Connecticut	<ul style="list-style-type: none"> • 20 years of organizational science teaching and consulting experience • Author or co-author of nearly 80 peer reviewed journal articles, 4 edited textbooks • Editor of <i>Journal of Business and Psychology</i> and the <u>Talent Management Essentials</u> book series
Amanda Roland (F)	Ph.D. (Accounting), University of Colorado at Boulder	<ul style="list-style-type: none"> • 3 years of accounting teaching experience • Author or co-author of 1 peer reviewed journal article
Judson Russell (F)	Ph.D. (Finance), University of Alabama	<ul style="list-style-type: none"> • 10+ years of finance teaching experience • Author or co-author of 6 peer reviewed journal articles
Ben Russo (F)	Ph.D. (Economics), University of Iowa	<ul style="list-style-type: none"> • 30+ years of economics teaching experience • Author or co-author of 9 peer reviewed journal articles
Cem Saydam (F)	Ph.D. (Engineering Management), Clemson University	<ul style="list-style-type: none"> • 30 years of engineering and operations management teaching experiences • Author or co-author of 30+ peer reviewed journal articles, 1 book • Served as dissertation chair for 5 doctoral candidates • Associate editor of <i>Information Technology and Management</i>
Lisa Schulkind (F)	Ph.D. (Economics), University of California, Davis	<ul style="list-style-type: none"> • 4 years of economics teaching experience • Author or co-author of 2 peer reviewed journal articles
Peter Schwarz (F)	Ph.D. (Economics), Ohio State University	<ul style="list-style-type: none"> • 35+ years of economics teaching experience • Author or co-author of 10+ peer reviewed journal articles, 4 books • Served as dissertation chair for 4 doctoral candidates
Suzanne Sevin (F)	Ph.D. (Accounting), University of Georgia	<ul style="list-style-type: none"> • 15 years of accounting teaching experience • Author or co-author of 7 peer reviewed journal articles
Ellen Sewell (F)	Ph.D. (Economics), University of Florida	<ul style="list-style-type: none"> • 30+ years of economics teaching experience • Author or co-author of 8 peer reviewed journal articles

Dmitry Shapiro (F)	Ph.D. (Economics), Yale University	<ul style="list-style-type: none"> • 10 years of economics teaching experience • Author or co-author of 10+ peer reviewed journal articles, 1 book
Laura Stanley (F)	Ph.D. (Organizational Behavior), University of Georgia	<ul style="list-style-type: none"> • 5+ years of finance teaching experience • Author or co-author of 10+ peer reviewed journal articles
Carol Stivender (F)	Ph.D. (Public Policy), University of North Carolina at Charlotte	<ul style="list-style-type: none"> • 10+ years of economics teaching experience • Author or co-author of 1 peer reviewed journal article, 1 book
Jennifer Ames Stuart (F)	Ph.D. (Marketing), Columbia University	<ul style="list-style-type: none"> • 10+ years of marketing and brand management corporate experience • 3 years of marketing teaching experience • Author or co-author of 3 peer reviewed journal articles
Antonis Stylianou (F)	Ph.D. (Management Information Systems), Kent State University	<ul style="list-style-type: none"> • 30 years of management information systems teaching experience • Author or co-author of 35+ peer reviewed journal articles • Served as dissertation chair for 20 doctoral candidates • Editor of <i>Data Base for Advances in Information Systems</i> • Co-recipient of \$486,300 NIST grant
Chandra Subramaniam (F)	Ph.D. (Business Administration, Information Systems), University of Illinois at Urbana-Champaign	<ul style="list-style-type: none"> • 10+ years of management information systems teaching experience • Author or co-author of 15 peer reviewed journal articles • Served as dissertation chair for 3 doctoral candidates
Carol Swartz (F)	Ph.D. (Economics), Duke University	<ul style="list-style-type: none"> • 15+ years of economics teaching experience • 15 years of industry experience • Author or co-author of 5 peer reviewed journal articles
Linda Swayne (F)	Ph.D. (Marketing), University of North Texas	<ul style="list-style-type: none"> • 35+ years of marketing teaching experience • Author or co-author of 20+ peer reviewed journal articles, 13 books, edited 1 encyclopedia • Editor of <i>Case Research Journal</i>
Paul Tanyi (F)	Ph.D. (Accounting), Florida International University	<ul style="list-style-type: none"> • 1 year of accounting teaching experience • Author or co-author of 4 peer reviewed journal articles
Weidong Tian (F)	Ph.D., McGill University	<ul style="list-style-type: none"> • 15+ years of finance teaching experience • Author or co-author of 20+ peer reviewed journal articles • Served as dissertation chair for 2 doctoral candidates
Jennifer Troyer (F)	Ph.D. (Economics), Florida State University	<ul style="list-style-type: none"> • 15+ years of economics teaching experience • Author or co-author of 25+ peer reviewed journal articles • Served as dissertation chair for 7 doctoral candidates
Hui-Kuan Tseng (F)	Ph.D. (Economics), University of Illinois, Urbana-Champaign	<ul style="list-style-type: none"> • 25+ years of economics teaching experience • Author or co-author of 13 peer reviewed journal articles
Marcia Watson (F)	Ph.D. (Accounting), University of Texas, Austin	<ul style="list-style-type: none"> • 15+ years of accounting teaching experience • Author or co-author of 20+ peer reviewed journal articles

Justin Webb (F)	Ph.D. (Strategic Management), Texas A&M University	<ul style="list-style-type: none"> • 5+ years of management and innovation teaching experience • Author or co-author of nearly 30 peer reviewed journal articles
Casper Wiggins (F)	D.B.A. (Accounting), University of Tennessee at Knoxville	<ul style="list-style-type: none"> • 30+ years of accounting teaching experience • Author or co-author of 10+ peer reviewed journal articles
David Woehr (F)	Ph.D. (Industrial and Organizational Psychology), Georgia Institute of Technology	<ul style="list-style-type: none"> • 25+ years of management teaching experience • Author or co-author of more than 60 peer reviewed journal articles, 1 book • Served as dissertation chair for 21 doctoral candidates • Associate editor of <i>Human Performance</i> • Co-Principle Investigator on \$1.7M NSF grant
Kip Womack (F)	Ph.D. (Real Estate), University of Georgia	<ul style="list-style-type: none"> • 3 years of real estate teaching experience • Author or co-author of 4 peer reviewed journal articles
Lin Yang (F)	Ph.D. (Marketing), Duke University	<ul style="list-style-type: none"> • 5+ years of marketing teaching experience • Author or co-author of 3 peer reviewed journal articles
Yilei Zhang (F)	Ph.D. (Finance), University of Iowa	<ul style="list-style-type: none"> • Nearly 10 years of finance teaching experience • Author or co-author of 10+ peer reviewed journal articles
Kexin Zhao (F)	Ph.D. (Business Administration), University of Illinois at Urbana-Champaign	<ul style="list-style-type: none"> • Nearly 10 years of management information systems teaching experience • Author or co-author of more than 10 peer reviewed journal articles • Served as dissertation chair for 2 doctoral candidates
Arthur Zillante (F)	Ph.D. (Economics), Florida State University	<ul style="list-style-type: none"> • 10+ years of economics teaching experience • Author or co-author of 10+ peer reviewed journal articles

* F, P: Full-time or Part-time

B. PHYSICAL FACILITY. Is adequate space available for this course?

The existing facilities and laboratories in the Belk College of Business as well as the classrooms and computer labs at the UNC Charlotte Center City Building will be adequate to support the new MS in Management program. The new program will not negatively affect existing program space as classes for the MS in Management will meet at the Center City Building during the day where there is ample classroom space available, though a commitment from UNC Charlotte to use this space on an ongoing basis will be required. Moreover, faculty and staff will need additional office space at the Center City Building to house the dedicated MS in Management program staff.

C. EQUIPMENT AND SUPPLIES: Has funding been allocated for any special equipment or supplies needed?

No special equipment or supplies will be needed to offer the MS in Management program.

D. COMPUTER. Specify any computer usage (beyond Moodle) required by students and/or faculty, and include an assessment of the adequacy of software/computing resources by available for the course(s).

Adequate computer resources are currently available to offer the MS in Management program.

E. AUDIO-VISUAL. If there are requirements for audio-visual facilities beyond the standard classroom podiums, please list those here.

No new audio-visual resources will be required.

F. OTHER RESOURCES. Specify and estimate cost of other new/added resources required, e.g., travel, communication, printing and binding.

The Belk College of Business anticipates requiring \$530,000 in salaries plus fringe benefits for the additional four clinical faculty members. The MS in Management program will require a program director. A Belk College faculty member will serve as the MS in Management Program Director, overseeing the program, and will receive a stipend for their work of \$12,500 per year. In addition to a program director, the MS in Management program will require two administrative members and graduate scholarships. Two full-time administrative staff members will assist with program recruitment, day-to-day operations, and career development support for students. The salaries and fringe benefits for the additional staff will cost approximately \$159,000 per

year. Graduate scholarships will be awarded to recruit top prospective students. Those will be funded out of the tuition increment funds.

We anticipate that renovations to provide office space at the Center City Building will cost \$70,000. In addition, approximately \$50,000 per year in funding will be needed to market the program to prospective students; this funding will come from the tuition increment funds.

- G. SOURCE OF FUNDING.** Indicate source(s) of funding for new/additional resources required to support this proposal.

The College anticipates requesting four new clinical faculty positions in various disciplines to support the MS in Management program as well as office space renovations for the Center City Building. The faculty program director, staff positions, graduate scholarships, and other necessary program resources will be internally funded from the SBTI that the program generates.

IV. CONSULTATION WITH THE LIBRARY AND OTHER DEPARTMENTS OR UNITS

- A. LIBRARY CONSULTATION.** Indicate written consultation with the Library Reference Staff at the departmental level to ensure that library holdings are adequate to support the proposal prior to its leaving the department. (Attach copy of [*Consultation on Library Holdings*](#)).

A copy of the MS in Management program proposal was shared with Nicole Spoor, Business Librarian, for consultation. Her report is included in Appendix A. All new courses proposed were considered to have adequate library holdings.

- B. CONSULTATION WITH OTHER DEPARTMENTS OR UNITS.** List departments/units consulted in writing regarding all elements outlined in IIC: Impact Statement, including dates consulted. Summarize results of consultation and attach correspondence. Provide information on voting and dissenting opinions (if applicable).

The MS in Management program will operate out of the Belk College of Business. Faculty members from each of the College's six departments made up the MS in Management program planning committee and engaged with departmental faculty to gauge interest. Discussions were favorable.

A copy of the MS in Management program proposal was shared with Dr. Gary Kohut, MBA Program Director, for consultation. His letter of support is included in Appendix A.

- C. HONORS COUNCIL CONSULTATION.** In the case of Honors courses or Honors programs indicate written consultation with the Honors Council (if applicable).

N/A

V. 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 MS in Management proposal was unanimously approved by the Belk College of Business on April 22, 2016.

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

Review statement and check box once completed:

- The appropriate faculty committee has reviewed the course outline/syllabus and has determined that the assignments are sufficient to meet the University definition of a [credit hour](#).

- C. **ATTACHMENTS.**

1. **CONSULTATION:** Attach relevant documentation of consultations with other units.

Consultations with the Atkins Library and the MBA Program Director are attached in Appendix A.

2. **COURSE OUTLINE/SYLLABUS:** For undergraduate courses attach course outline(s) including basic topics to be covered and suggested textbooks and reference materials with dates of publication. For Graduate Courses attach a course syllabus. Please see [Boiler Plate for Syllabi for New/Revised Graduate Courses](#).

Sample syllabi are attached in Appendix B.

3. **PROPOSED CATALOG COPY:** Copy should be provided for all courses in the proposal. Include current subject prefixes and course numbers, full titles, credit hours, prerequisites and/or corequisites, concise descriptions, and an indication of when the courses are to be offered as to semesters and day/evening/weekend. Copy and paste the [current catalog copy](#) and use the Microsoft Word “track changes” feature (or use red text with “~~strikethrough~~” formatting for text to be deleted, and adding blue text with “underline” formatting for text to be added).

The proposed catalog copy is attached in Appendix C.

- a. For a new course or revisions to an existing course, check all the statements that apply:

_____ This course will be cross listed with another course.

- There are prerequisites for this course.
- There are corequisites for this course.
- This course is repeatable for credit.
- This course will increase/decrease the number of credits hours currently offered by its program.
- This proposal results in the deletion of an existing course(s) from the degree program and/or catalog.

For all items checked above, applicable statements and content must be reflected in the proposed catalog copy.

See the courses listed above for a complete outline as well as the attached syllabi.

- b.* If overall proposal is for a new degree program that requires approval from General Administration, please contact the facultygovernance@uncc.edu for consultation on catalog copy.

Request to Plan approval was received from General Administration on [REDACTED], 2016.

- 4. ACADEMIC PLAN OF STUDY (UNDERGRADUATE ONLY): Does the proposed change impact an [existing Academic Plan of Study](#)?
 - Yes. If yes, please provide updated Academic Plan of Study in template format.
 - No.

- 5. STUDENT LEARNING OUTCOMES (UNDERGRADUATE & GRADUATE): Does this course or curricular change require a change in Student Learning Outcomes (SLOs) or assessment for the degree program?
 - Yes. If yes, please provide updated SLOs in template format.
 - No.

The proposed student learning outcomes assessment plan is attached in Appendix D.

- 6. TEXTBOOK COSTS: It is the policy of the Board of Governors to reduce textbook costs for students whenever possible. Have electronic textbooks, textbook rentals, or the buyback program been considered and adopted?
 - Yes. Briefly explain below.
 - No. Briefly explain below.

The College will work with the Bookstore to adopt textbook cost reduction measures, especially buyback and rental options.

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.

Appendix A: Consultations



Consultation on Library Holdings

To: Nicole Tarr
From: Nicole Spoor
Date: March 7, 2016
Subject: Establishment of MS in Management

Summary of Librarian's Evaluation of Holdings:

Evaluator: Nicole Spoor, Business Librarian

Please Check One:

1. Holdings are superior
2. Holdings are adequate
3. Holdings are adequate only if dept. purchases additional items
4. Holdings are inadequate

Comments:

After a thorough evaluation of Atkins Library resources with regards to journals, databases, and circulating books that are relevant to the establishment of a MS in Management, it is found that the library's resources are sufficient to support this program.

The following table shows the print source holdings that are relevant to a MS in Management. After performing multiple searches of the catalog, it is found that there are adequate relevant resources. Individual books not owned by the library may be requested through the library's interlibrary loan service.

Catalog Searches Performed	Total Results	Results Less Than 3 Years Old
Finance AND Management	5650	722
Business Analytics	38	23
marketing AND management	9594	1507
operations AND management	9409	1481
Information Technology	5964	1100
Organizational Behavior	2767	767
Leadership AND Management	4954	549



Consultation on Library Holdings

To: Nicole Tarr
From: Nicole Spoor
Date: March 7, 2016

Subject: Proposed Course: MGMT 6100 Quantitative Business Analytics

Summary of Librarian's Evaluation of Holdings:

Please Check One:

- 1. Holdings are superior
- 2. Holdings are adequate
- 3. Holdings are adequate only if dept. purchases additional items
- 4. Holdings are inadequate

Comments:

The following table shows the print source holdings that are relevant to a Quantitative Business Analytics. After performing multiple searches of the catalog, it is found that there are adequate relevant resources. Individual books not owned by the library may be requested through the library's interlibrary loan service.

Catalog Searches Performed	Total Results	Results Less Than 3 Years Old
business AND analytics	820	319
data analysis	2388	606
statistics AND business	2049	425

The following is a list of selected databases that may be relevant to this course to which Atkins Library provides access:ABI/Inform, Books 24x& via Skillport, Business Source Complete, Lexis Nexis Academic, ReferenceUSA, ScienceDirect, and SimplyMap.

Conclusion:

After a thorough evaluation of Atkins Library resources with regards to journals, databases, and circulating books that are relevant to the establishment of the course, Quantitative Business Analytics, it is found that the library's resources are sufficient to support this course. It is suggested that the participating academic departments continue ordering new resources as they are published.

Evaluator's Signature: Nicole Spoor, Business Librarian, Atkins Library



Consultation on Library Holdings

To: Nicole Tarr
From: Nicole Spoor
Date: March 7, 2016

Subject: Proposed Course: MGMT 6110 Managing Your Marketing Department

Summary of Librarian's Evaluation of Holdings:

Please Check One:

- 1. Holdings are superior
- 2. Holdings are adequate
- 3. Holdings are adequate only if dept. purchases additional items
- 4. Holdings are inadequate

Comments:

The following table shows the print source holdings that are relevant to a course in Managing Your Marketing Department. After performing multiple searches of the catalog, it is found that there are adequate relevant resources. Individual books not owned by the library may be requested through the library's interlibrary loan service.

Catalog Searches Performed	Total Results	Results Less Than 3 Years Old
marketing AND management	9594	1507

The following is a list of selected databases that may be relevant to this course to which Atkins Library provides access:ABI/Inform, Books 24x& via Skillport, Business Source Complete, Lexis Nexis Academic, Mintel Academic Reports, ReferenceUSA, ScienceDirect, and SimplyMap.

Conclusion:

After a thorough evaluation of Atkins Library resources with regards to journals, databases, and circulating books that are relevant to the establishment of the course, Managing Your Marketing Department, it is found that the library's resources are sufficient to support this course. It is suggested that the participating academic departments continue ordering new resources as they are published.

Evaluator's Signature: Nicole Spoor, Business Librarian, Atkins Library



Consultation on Library Holdings

To: Nicole Tarr
From: Nicole Spoor
Date: March 7, 2016

Subject: Proposed Course: MGMT 6120 Managing Your Organization's Operations

Summary of Librarian's Evaluation of Holdings:

Please Check One:

- 1. Holdings are superior
- 2. Holdings are adequate
- 3. Holdings are adequate only if dept. purchases additional items
- 4. Holdings are inadequate

Comments:

The following table shows the print source holdings that are relevant to a course in Managing Your Organization's Operations. After performing multiple searches of the catalog, it is found that there are adequate relevant resources. Individual books not owned by the library may be requested through the library's interlibrary loan service.

Catalog Searches Performed	Total Results	Results Less Than 3 Years Old
operations management	9409	1481

The following is a list of selected databases that may be relevant to this course to which Atkins Library provides access:ABI/Inform, Books 24x& via Skillport, Business Source Complete, Lexis Nexis Academic, ScienceDirect, and SimplyMap.

Conclusion:

After a thorough evaluation of Atkins Library resources with regards to journals, databases, and circulating books that are relevant to the establishment of the course, Managing Your Organization's Operations, it is found that the library's resources are sufficient to support this course. It is suggested that the participating academic departments continue ordering new resources as they are published.

Evaluator's Signature: Nicole Spoor, Business Librarian, Atkins Library



Consultation on Library Holdings

To: Nicole Tarr
From: Nicole Spoor
Date: March 7, 2016

Subject: Proposed Course: MGMT 6130 Information Systems Management

Summary of Librarian's Evaluation of Holdings:

Please Check One:

- 1. Holdings are superior
- 2. Holdings are adequate
- 3. Holdings are adequate only if dept. purchases additional items
- 4. Holdings are inadequate

Comments:

The following table shows the print source holdings that are relevant to a course in Information Systems Management. After performing multiple searches of the catalog, it is found that there are adequate relevant resources. Individual books not owned by the library may be requested through the library's interlibrary loan service.

Catalog Searches Performed	Total Results	Results Less Than 3 Years Old
information systems AND management	3937	982

The following is a list of selected databases that may be relevant to this course to which Atkins Library provides access: ABI/Inform, Books 24x& via Skillport, Business Source Complete, Lexis Nexis Academic, ScienceDirect, and SimplyMap.

Conclusion:

After a thorough evaluation of Atkins Library resources with regards to journals, databases, and circulating books that are relevant to the establishment of the course, Information Systems Management, it is found that the library's resources are sufficient to support this course. It is suggested that the participating academic departments continue ordering new resources as they are published.

Evaluator's Signature: Nicole Spoor, Business Librarian, Atkins Library



Consultation on Library Holdings

To: Nicole Tarr
From: Nicole Spoor
Date: March 7, 2016

Subject: Proposed Course: MGMT 6140 Management and Organizational Behavior

Summary of Librarian's Evaluation of Holdings:

Please Check One:

- 1. Holdings are superior
- 2. Holdings are adequate
- 3. Holdings are adequate only if dept. purchases additional items
- 4. Holdings are inadequate

Comments:

The following table shows the print source holdings that are relevant to a course in Management and Organizational Behavior. After performing multiple searches of the catalog, it is found that there are adequate relevant resources. Individual books not owned by the library may be requested through the library's interlibrary loan service.

Catalog Searches Performed	Total Results	Results Less Than 3 Years Old
Management and Organizational Behavior	1415	617

The following is a list of selected databases that may be relevant to this course to which Atkins Library provides access: ABI/Inform, Books 24x& via Skillport, Business Source Complete, JSTOR, Lexis Nexis Academic, and ScienceDirect.

Conclusion:

After a thorough evaluation of Atkins Library resources with regards to journals, databases, and circulating books that are relevant to the establishment of the course, Management and Organizational Behavior, it is found that the library's resources are sufficient to support this course. It is suggested that the participating academic departments continue ordering new resources as they are published.

Evaluator's Signature: Nicole Spoor, Business Librarian, Atkins Library



Consultation on Library Holdings

To: Nicole Tarr
From: Nicole Spoor
Date: March 7, 2016

Subject: Proposed Course: MGMT 6150 Managing Talent for Strategic Advantage

Summary of Librarian's Evaluation of Holdings:

Please Check One:

- 1. Holdings are superior
- 2. Holdings are adequate
- 3. Holdings are adequate only if dept. purchases additional items
- 4. Holdings are inadequate

Comments:

The following table shows the print source holdings that are relevant to a course in Managing Talent for Strategic Advantage. After performing multiple searches of the catalog, it is found that there are adequate relevant resources. Individual books not owned by the library may be requested through the library's interlibrary loan service.

Catalog Searches Performed	Total Results	Results Less Than 3 Years Old
management AND talent	665	109

The following is a list of selected databases that may be relevant to this course to which Atkins Library provides access:ABI/Inform, Books 24x& via Skillport, Business Source Complete, Lexis Nexis Academic, and ScienceDirect.

Conclusion:

After a thorough evaluation of Atkins Library resources with regards to journals, databases, and circulating books that are relevant to the establishment of the course, Managing Talent for Strategic Advantage, it is found that the library's resources are sufficient to support this course. It is suggested that the participating academic departments continue ordering new resources as they are published.

Evaluator's Signature: Nicole Spoor, Business Librarian, Atkins Library



Consultation on Library Holdings

To: Nicole Tarr
From: Nicole Spoor
Date: March 7, 2016

Subject: Proposed Course: MGMT 6160 Financial Strategy and Corporate Value Creation

Summary of Librarian's Evaluation of Holdings:

Please Check One:

- 1. Holdings are superior
- 2. Holdings are adequate
- 3. Holdings are adequate only if dept. purchases additional items
- 4. Holdings are inadequate

Comments:

The following table shows the print source holdings that are relevant to a course in Financial Strategy and Corporate Value Creation. After performing multiple searches of the catalog, it is found that there are adequate relevant resources. Individual books not owned by the library may be requested through the library's interlibrary loan service.

Catalog Searches Performed	Total Results	Results Less Than 3 Years Old
Finance AND Management	5650	722

The following is a list of selected databases that may be relevant to this course to which Atkins Library provides access:ABI/Inform, Books 24x& via Skillport, Business Source Complete, Lexis Nexis Academic, and ScienceDirect.

Conclusion:

After a thorough evaluation of Atkins Library resources with regards to journals, databases, and circulating books that are relevant to the establishment of the course, Financial Strategy and Corporate Value Creation, it is found that the library's resources are sufficient to support this course. It is suggested that the participating academic departments continue ordering new resources as they are published.

Evaluator's Signature: Nicole Spoor, Business Librarian, Atkins Library



Consultation on Library Holdings

To: Nicole Tarr
From: Nicole Spoor
Date: March 7, 2016

Subject: Proposed Course: MGMT 6170 Principles of Financial and Managerial Accounting

Summary of Librarian's Evaluation of Holdings:

Please Check One:

- 1. Holdings are superior
- 2. Holdings are adequate
- 3. Holdings are adequate only if dept. purchases additional items
- 4. Holdings are inadequate

Comments:

The following table shows the print source holdings that are relevant to a course in Principles of Financial and Managerial Accounting. After performing multiple searches of the catalog, it is found that there are adequate relevant resources. Individual books not owned by the library may be requested through the library's interlibrary loan service.

Catalog Searches Performed	Total Results	Results Less Than 3 Years Old
finance AND accounting	3414	231
managerial accounting	472	30

The following is a list of selected databases that may be relevant to this course to which Atkins Library provides access:ABI/Inform, Books 24x& via Skillport, Business Source Complete, Lexis Nexis Academic, and ScienceDirect.

Conclusion:

After a thorough evaluation of Atkins Library resources with regards to journals, databases, and circulating books that are relevant to the establishment of the course, Principles of Financial and Managerial Accounting, it is found that the library's resources are sufficient to support this course. It is suggested that the participating academic departments continue ordering new resources as they are published.

Evaluator's Signature: Nicole Spoor, Business Librarian, Atkins Library



Consultation on Library Holdings

To: Nicole Tarr
From: Nicole Spoor
Date: March 7, 2016

Subject: Proposed Course: MGMT 6180 Economics for Managers

Summary of Librarian's Evaluation of Holdings:

Please Check One:

- 1. Holdings are superior []
2. Holdings are adequate [x]
3. Holdings are adequate only if dept. purchases additional items []
4. Holdings are inadequate []

Comments:

The following table shows the print source holdings that are relevant to a course in Economics for Managers. After performing multiple searches of the catalog, it is found that there are adequate relevant resources. Individual books not owned by the library may be requested through the library's interlibrary loan service.

Table with 3 columns: Catalog Searches Performed, Total Results, Results Less Than 3 Years Old. Row 1: economics AND management, 7563, 2522

The following is a list of selected databases that may be relevant to this course to which Atkins Library provides access:ABI/Inform, Books 24x& via Skillport, Business Source Complete, Lexis Nexis Academic, ReferenceUSA, ScienceDirect, and SimplyMap.

Conclusion:

After a thorough evaluation of Atkins Library resources with regards to journals, databases, and circulating books that are relevant to the establishment of the course, Economics for Managers, it is found that the library's resources are sufficient to support this course. It is suggested that the participating academic departments continue ordering new resources as they are published.

Evaluator's Signature: Nicole Spoor, Business Librarian, Atkins Library



Consultation on Library Holdings

To: Nicole Tarr
From: Nicole Spoor
Date: March 7, 2016

Subject: Proposed Course: MGMT 6190 Managerial Ethics and Leadership

Summary of Librarian's Evaluation of Holdings:

Please Check One:

- 1. Holdings are superior
- 2. Holdings are adequate
- 3. Holdings are adequate only if dept. purchases additional items
- 4. Holdings are inadequate

Comments:

The following table shows the print source holdings that are relevant to a course in Managerial Ethics and Leadership. After performing multiple searches of the catalog, it is found that there are adequate relevant resources. Individual books not owned by the library may be requested through the library's interlibrary loan service.

Catalog Searches Performed	Total Results	Results Less Than 3 Years Old
management AND ethics	3474	519
management AND leadership	4954	549

The following is a list of selected databases that may be relevant to this course to which Atkins Library provides access:ABI/Inform, Books 24x& via Skillport, Business Source Complete, Lexis Nexis Academic, ReferenceUSA, ScienceDirect, and SimplyMap.

Conclusion:

After a thorough evaluation of Atkins Library resources with regards to journals, databases, and circulating books that are relevant to the establishment of the course, Managerial Ethics and Leadership, it is found that the library's resources are sufficient to support this course. It is suggested that the participating academic departments continue ordering new resources as they are published.

Evaluator's Signature: Nicole Spoor, Business Librarian, Atkins Library



UNC CHARLOTTE

BELK COLLEGE *of* BUSINESS

Master of Business Administration Program

9201 University City Blvd. Charlotte, NC 28223-6001
T 704.687.2566 F 704.687.3809 www.mba.unc.edu

March 17, 2016

Dr. Jennifer L. Troyer
Associate Dean for Research and Graduate Programs, Professor Economics
Adjunct Faculty Department of Public Health Sciences, Professor of Public Policy
Belk College of Business

Dear Dr. Troyer:

It is my pleasure to write this letter of support for the proposed MS in Management program in the Belk College of Business. In reviewing your proposal from the perspective of being the MBA Program Director, it is clear that the proposed degree program is fundamentally different from the MBA program given that:

1. The proposed program is targeted towards students without a business background and with little or no work experience, rather than targeted towards working professionals with a business background as is the case of our MBA program.
2. The proposed program is designed to provide students with exposure to the fundamentals of business foundations, whereas the MBA program goes beyond teaching basic business concepts and instead offers depth, breadth, and focused concentration options.
3. The proposed program results in a one-year MS in Management degree while the MBA is a two-year MBA degree.

I fully support the proposal and wish you good luck in this effort. Please let me know if I can be of further assistance.

Sincerely,

A handwritten signature in black ink, appearing to read "Gary F. Kohut".

Gary Kohut
Professor of Management and Program Director, MBA Program

The UNIVERSITY of NORTH CAROLINA at CHARLOTTE

An Equal Opportunity/Affirmative Action Employer

Appendix B: Sample Syllabi

University of North Carolina at Charlotte
Belk College of Business
MGMT 6100
Quantitative Business Analysis
Fall 2017 Syllabus

Professor:
Office:
Phone:
Email:
Class time/location:

Office Hours:

Required Textbooks: *Statistical Techniques in Business and Economics*, 16th Editions, Lind, Douglas, William Marchal, Samuel Wathen, McGraw Hill Publishing Company, 2015..

McGraw Hill Connect to Accompany, *Statistical Techniques in Business and Economics*, 16th Edition.

Course Overview: Quantitative Business Analysis provides an introduction to the analytical foundations of business decision making. Students will learn to identify important issues to be considered when working with data to answer a question. They will also learn the basics of analyzing data and making decisions based on the analysis. Topics covered include basic statistics through regression analysis.

Course Objectives: Quantitative Business Analysis is a course for Masters of Science in Management students with little or no previous coursework in statistics. The course provides coverage of basic concepts of descriptive and inferential statistics following an accelerated schedule. The course has two main objectives. The first objective is for students to master basic concepts of descriptive and inferential statistics. The second objective is to apply these concepts to managerial issues and problems.

Assignments. Assignments consist of weekly homework assignments using the McGraw Hill Connect online homework manager. Assignments will open at 8:00 AM each Monday and are due at 11:59 PM Wednesday evening. Questions will not be answered in class or during office hours while the homework assignment is open. Students are encouraged to ask questions during class time or office hours beginning the Thursday after the assignment is due.

Student Evaluation

Grades will be based upon three tests, and Connect homework assignments weighted as follows:

Connect homework: 10%

Test 1	30%
Test 2	30%
Test 3	30%

Grading Scale:

90-100%: A
80-89%: B
70-79%: C
Below 70%: U

Course Information Guidelines

Statement on Diversity. The Belk College of Business strives to create an inclusive academic climate in which the dignity of all individuals is respected and maintained. Therefore, we celebrate diversity that includes, but is not limited to ability/disability, age, culture, ethnicity, gender, language, race, religion, sexual orientation, and socio-economic status.

Documented Disability. Any student who feels s/he may need an accommodation based on the impact of a documented disability should contact me privately to discuss your specific needs.

Severe Weather. Students will be responsible for any academic work which they miss due to absences caused by severe weather conditions. It is the individual student's responsibility to take the initiative to make up any missed class work.

Classroom expectations. This syllabus contains the policies and expectations I have established for this course. Please read the entire syllabus carefully before continuing in this course. These policies and expectations are intended to create a productive learning atmosphere for all students. Students who fail to abide by these policies and expectations, risk losing the opportunity to participate further in the course.

Orderly and productive classroom conduct. I will conduct this class in an atmosphere of mutual respect. I encourage your active participation in class discussions. Each of us may have strongly differing opinions on the various topics of class discussions. The orderly questioning of the ideas of others, including mine, is welcome. However, I will exercise my responsibility to manage the discussions so that ideas and argument can proceed in an orderly fashion.

Academic integrity. Cheating and disruptive behavior have significant consequences. All students are required to read and abide by the [Code of Student Academic Integrity](#) which governs student behavior relating to academic work. Violations of the Code of Student Academic Integrity, including plagiarism, will result in disciplinary action as provided in the Code. Definitions and examples of plagiarism are set forth in the Code. The Code is available from the Dean of Students Office or online at: <http://legal.uncc.edu/policies/up-407>. All UNC Charlotte students are expected to be familiar with the Code and to conduct themselves in accord with these requirements. To clarify, any academic dishonesty can result in a grade of F for the course. Academic dishonesty also pertains to violating the “rules” of this syllabus. Anyone violating this policy will receive an F for the course.

Materials. All materials submitted as part of course requirements become the property of the instructor. Students desiring to retain copies of their work should make such copies before turning in their materials.

Communication devices in classroom. The use of cell phones, beepers, or other communication devices is disruptive, and is therefore prohibited during class.

Computers in the classroom. Students are permitted to use computers during class for note-taking and other class-related work only.

Attendance. Students are expected to attend all classes and to participate in the classroom discussions.

Schedule

Class Day	Date	Topic and/or Assignment
1	August 23	What is statistics; describing data, frequency tables, distributions (Chapters 1 and 2)
2	August 30	Numeric Measures, (Chapter 3), Displaying and Exploring Data (Chapter 4)
3	September 6	Probability Concepts (Chapter 5)
4	September 13	Discrete Probability Distributions (Chapter 6)
5	September 20	Test 1
6	September 27	Continuous Probability Distributions (Chapter 7)
7	October 4	Estimation and Confidence Intervals (Chapter 9)
8	October 11	One Sample Hypothesis Tests (Chapter 10)
9	October 18	Two Sample Hypothesis Test (Chapter 11)
10	October 25	Analysis of Variance (Chapter 12)
11	November 1	Test 2
12	November 8	Correlation and linear regression (Chapter 13)
13	November 15	Multiple Regression (Chapter 14)
14	November 29	Multiple Regression Continue
15	December 6	Time Series and Forecasting, Chapter 18
16	December 13	Test 3

Required Software

Connect homework assignment available with course textbook adopted for this course, Microsoft EXCEL and SAS for conducting statistical analysis.

University of North Carolina at Charlotte
Belk College of Business
MGMT 6110
Information Systems Management
Fall 2017 Syllabus

Professor:
Office:
Phone:
Email:
Class time/location:

Office Hours:

Course Overview

The course is designed to introduce students to the development and use of Information Systems (IS) as an essential tool for conducting business and gaining a competitive edge in an increasingly global economy. In addition to the study of the conceptual foundations underlying the management of information resources, the course exposes students to widely used business applications software.

Course Objectives

Managers today have increasing responsibility for determining their own computer based IS needs and for designing and implementing information systems that will support their decision making. Thus, the objectives of this course include the following:

1. To be familiar with the IS terminology used to support business.
2. To develop an understanding of IS, their conceptual and technical foundations, users, components, missions, and capabilities.
3. To get acquainted with both conventional, as well as state-of-the-art, information technologies and to understand how to apply them to support management decision making.

Assignments. Students need to complete individually several business decision making application cases using various software, such as electronic spreadsheets, database management systems, and data analytics tools.

Group Project. Students need to work in teams to complete a research report on a topic in IS. Each team will present their research to the class and lead a discussion.

Student Evaluation

Grades will be based on the following weights:

Components	Percentage
Exams (3*20%)	60%
Assignments	25%
Group Project	10%

Class Participation	5%
Total	100%

Grading Scale:

90-100%: A

80-89%: B

70-79%: C

Below 70%: U

Course Information Guidelines

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Documented Disability. Any student who feels s/he may need an accommodation based on the impact of a documented disability should contact me privately to discuss your specific needs.

Severe Weather. Students will be responsible for any academic work which they miss due to absences caused by severe weather conditions. It is the individual student's responsibility to take the initiative to make up any missed class work.

Classroom expectations. This syllabus contains the policies and expectations I have established for this course. Please read the entire syllabus carefully before continuing in this course. These policies and expectations are intended to create a productive learning atmosphere for all students. Students who fail to abide by these policies and expectations, risk losing the opportunity to participate further in the course.

Orderly and productive classroom conduct. I will conduct this class in an atmosphere of mutual respect. I encourage your active participation in class discussions. Each of us may have strongly differing opinions on the various topics of class discussions. The orderly questioning of the ideas of others, including mine, is welcome. However, I will exercise my responsibility to manage the discussions so that ideas and argument can proceed in an orderly fashion.

Academic integrity. Cheating and disruptive behavior have significant consequences. All students are required to read and abide by the [Code of Student Academic Integrity](#) which governs student behavior relating to academic work. Violations of the Code of Student Academic Integrity, including plagiarism, will result in disciplinary action as provided in the Code. Definitions and examples of plagiarism are set forth in the Code. The Code is available from the Dean of Students Office or online at: <http://legal.uncc.edu/policies/up-407>. All UNC Charlotte students are expected to be familiar with the Code and to conduct themselves in accord with these requirements. To clarify, any academic dishonesty can result in a grade of F for the course. Academic dishonesty also pertains to violating the “rules” of this syllabus. Anyone violating this policy will receive an F for the course.

Materials. All materials submitted as part of course requirements become the property of the instructor. Students desiring to retain copies of their work should make such copies before turning in their materials.

Communication devices in classroom. The use of cell phones, beepers, or other communication devices is disruptive, and is therefore prohibited during class.

Computers in the classroom. Students are permitted to use computers during class for note-taking and other class-related work only.

Attendance. Students are expected to attend all classes and to participate in the classroom discussions.

Schedule

Class Day	Date	Topic and/or Assignment
1	Week 1	Course Introduction
2	Week 2	IS Overview
3	Week 3	IS, Organization, and Strategy
4	Week 4	Databases
5	Week 5	Exam 1
6	Week 6	Data Communication
7	Week 7	E-commerce
8	Week 8	Enterprise Systems
9	Week 9	Knowledge Management
10	Week 10	Exam 2
11	Week 11	System Development and Design
12	Week 12	Project Management
13	Week 13	IS Security
14	Week 14	Ethics and Social Issues in IS
15	Week 15	Exam 3

Required Readings

Management Information Systems, by H. Bidgoli, 5/e, 2015. ISBN: 1285836456

Required Software

Excel, Access, and IBM SPSS Modeler

University of North Carolina at Charlotte
Belk College of Business
MGMT 6120
Management and Organizational Behavior
Fall 2017 Syllabus

Professor:
OFFICE:
HOURS:
PHONE:
EMAIL:
WEB PAGE:

Course Overview

This course focuses upon the study of managerial effectiveness by providing you with a foundation of knowledge in topics including motivation, leadership, personality, and managing teams and to develop your ability to apply this knowledge to the solution of managerial problems. This course thus blends readings grounded in solid theory and research, class discussions focusing on real-world cases, examples from the popular business press, and exercises focusing on specific skills.

Course Objectives

Four specific course objectives will be approached through the course materials:

1. To learn about individual behavior through motivation, work attitudes, learning, perception, stress, and decision-making.
2. To learn about interpersonal behavior through personality, influence, power, and leadership.
3. To learn about small group behavior through intragroup and intergroup processes.
4. To learn about organizational behavior through the above topics.

Required materials

1. Robbins, Stephen P. & Judge, Timothy A. *Essentials of Organizational Behavior, 11th edition*. Upper Saddle River, NJ: Prentice Hall. Readings from this book are referred to as RJ #. The number indicates the chapter you should read before class.
2. RBSE can be purchased here:

<https://www.bus.umich.edu/Positive/Ecommerce/ecommerceform.asp?ProductID=108>

Assignments

Quizzes	100
Class Participation:	100
RBS exercise	100
	300 total possible points

Letter grades for the course will be assigned according to the standard formula: A = 100-90%, B=89-80%, C=79-70%, U = below 70%.

Quizzes

Quiz material will be drawn from assigned readings. They can be short-answer/multiple choice type questions. We will have 4 quizzes on the dates noted in the schedule.

Make-up quizzes will only be conducted for students under extraordinary circumstances (e.g., medical emergencies). All decisions regarding make-ups and exceptions, including what constitutes an ‘extraordinary circumstance’, fall completely under the discretion of the professor. Furthermore, for your situation to be considered for a make-up, you must contact the TA two weeks in advance (i.e., before the scheduled quiz).

Class Participation

Class participation in this course is worth one-third of your total course grade. Please be sure to read this section carefully and check in with me if you have questions or comments. A productive learning environment requires comparable contributions of time, effort, and energy from the students. Class participation is divided into the following two components.

Face-to-Face participation: This component will occur via in class discussions of course materials and team discussions of assigned readings and cases. It is worth 50 points. I will assign these points based on my own evaluation of the knowledge and understanding displayed in class, active participation and peer ratings of the same.

Be prepared to:

1. Express your ideas and to evaluate recommendations that others provide.
2. Ask questions about material that you do not understand.
3. Find relevant experiences (potentially from your job/company) and share these with the class.
4. Develop responses to assigned questions prior to coming to class.
5. Actively participate during in-class group exercises.
6. Take responsibility for your in-class performance...think critically...be creative.
7. Behave in ways that create an effective and comfortable learning environment. This includes treating others with courtesy and respect, ensuring that cell phones are turned off or are on vibrate, arriving on time for class, and engaging in discussions that are direct but polite.
8. Have fun.

One caution: While you are expected to make informed contribution to class activities, understand that quality, not quantity alone, is valued. Students who speak frequently but rarely have anything of importance to say make very little contribution and in some cases, hinder class development. Many types of contributions are valued – e.g., presenting your insight into the facts of a case, suggesting cause-and-effect relationships among various events, anticipating the results of various actions, generating alternatives, or providing support for recommendations. Emotional or empathetic responses are also valued; they help to humanize discussions. Asking

questions can be very helpful. Sometimes it is as important to recognize what is not known as it is to have a correct answer.

Beyond the steps outlined above, this also inherently requires listening to and respecting other people's points of view (but by no means does this mean that you must agree with them). Indeed, debate is much appreciated and welcomed. Also, it does not mean that you should withhold questions for risk of looking stupid. Relevant questions are always a contribution. Quantity also plays a role here; your contributing to the discussion to help it move along is also recognized (and appreciated).

Discussion Forum on Moodle: We will have mini learning communities on Moodle that comprise of your team members. You are expected to read and post a discussion forum reaction paper (labeled DF post in schedule below) prior to Monday morning at 8am. The DF column in the schedule below lists which reading is to be summarized. Everyone on your team will then read and bring these posts to class to discuss. The guidelines and requirements for this component are as follows:

1. Write an original and unique reaction paper. This should be no more than 1 page with 12-point font and 1 inch margins. (2 points)
2. A quick and short summary of the purpose and main thesis of the paper. (No more than a paragraph). (2 points)
3. List two ideas from the paper that grasped your attention. (2 points)
4. Relate the two ideas above to a) course material or b) work experience and/or c) current events in the business world. (2 points)
5. End with a critical question for in-class discussion. (2 points)

Your posts will receive full credit if they are a) stylistically and grammatically accurate; b) meet all five criteria above and are c) timely.

This component of the course is worth 50 points at 10 points/post * 5 posts throughout the semester.

Any posts after Monday morning at 8am automatically invoke zero credit for that week.

This is non-negotiable. Be mindful of technology glitches/travel/other interruptions and upload your work early.

Reflected Best Self Exercise

TBA in class

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Schedule

Week/Date	Topic/ activity	Robbins & Judge	Due in class	Other Moodle or HBP course pack (*) readings
Week 1/ August 25th	Intro to OB	RJ#1		
Week 2/ August 28th	Attitudes and Job satisfaction	RJ#2	DF1 due	HBR article: Turn the Job You Have into the Job You Want HBR article: How to play to your strengths
Week 3/ September 1st	Emotions, Personality and Values	RJ#3, RJ#4	DF2 due	HBR articles 1. <i>Give Me a Break: The Role of Work Breaks in the Quest for Optimal Productivity</i> by John Trougakos

				<p>2. <i>When Executives Burn Out (HBR Classic)</i> by Harry Levinson</p> <p>3. <i>Managing Authenticity: The Paradox of Great Leadership</i> by Rob Goffee, Gareth Jones</p>
Weeks 4 & 5 / September 8 th & 15 th	Motivation and Performance management	RJ#6 & RJ#7	Quiz 1 (September 8th: RJ 1-3)	<p>1. Discuss HBP case: Barbara Norris: <i>Leading Change in the General Surgery Unit</i>*</p> <p>2. Read HBR article: <i>How to Kill Creativity</i> by Teresa M. Amabile</p>
Week 6 September 22 nd	RBSE	TBA	DF3 due	
Week 7 /September 29 th	Understanding Teams	RJ#9	Quiz 2: RJ 4, 6, 7	<p>1. Discuss Learning Teams: <i>Shrinking to Fit (A)</i> by James G. Clawson; Gerry Yemen; Sondra Solovay*</p> <p>2. <i>Managing Multicultural Teams</i> by Jeanne Brett, Kristin Behfar, Mary C. Kern</p>
Week 8/ October 6 th	Power and Politics	RJ #12		Discuss HBP mini-case: <i>Thomas Green: Power, Office Politics and a Career in Crisis</i> *
Weeks 9 & 10/ October 20 and 27 th	Leadership 1			Start Reading: HBR'S 10 MUST READS ON LEADERSHIP (WITH FEATURED ARTICLE "WHAT MAKES AN EFFECTIVE EXECUTIVE," BY PETER F. DRUCKER) (HBR'S 10 MUST READS)
Week 11/ November 10 th	Leadership 2	RJ#11	Quiz 3: RJ 9,12	<i>Discovering Your Authentic Leadership</i> by William W. George, Peter Sims, Andrew N. McLean, David Mayer, Diana Mayer
Week 12/November 17 th	Leadership contd.	Discuss HBR book		<i>Women and the Labyrinth of Leadership</i> by Alice H. Eagly, Linda L. Carli
Week 13/ November 24 th	Change & Stress management	RJ# 16	RBS report due in class	
Weeks 14-15 Dec 1 & 8 th	Organizational Culture Catch up	RJ#15	Quiz 4: RJ 11, 15, 16 and	

			<i>leadership readings</i>	
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Required Readings

Described above.

Required Software

None

University of North Carolina at Charlotte
Belk College of Business
MGMT 6130
Principles of Financial and Managerial Accounting
Fall 2017 Syllabus

Professor:
Office:
Phone:
Email:
Class time/location:

Office Hours:

Course Overview

Accounting is the language of business. This course will teach students how to interpret financial statements to evaluate the performance and strength of a business. Student will also learn how organizations determines the cost of providing goods and services; uses accounting data for budgeting and profit planning; and identifies strategies for improving the quality of goods and services for customers while increasing efficiency, profitability, and sustainability of the organization.

Course Objectives

The primary objective of the course is to introduce the basic concepts of financial accounting, managerial accounting, financial management, and the role of internal and external financial reports in business decision-making.

Upon completion of this course, you should understand/have:

- the environment in which accounting rules are developed and applied.
- the major steps in the accounting cycle that produces financial reports
- the basics of analyzing transactions and recording those transactions (debit/credit rules)
- the four primary financial statements, how they are used, and their limitations
- the role of auditors with regard to financial reporting and corporate governance
- Cost-Volume-Profit Analysis
- Short-Term Decision Making: Differential Analysis
- Budgeting for Planning and Control
- Responsibility Accounting: Segmental Analysis
- Capital Budgeting: Long-Range Profit Planning
- how to analyze financial statements and to use that information in business decision making.
- the global perspective of accounting and recent international accounting developments.

Student Evaluation

Assignment:

Each group of 3 or 4 students will choose a major corporation, and study the annual report of that corporation. The group will make a class presentation about the company: explaining, the nature of the business, the products or services, its customer base, its

competition, its marketing program, its risk factors, its keys for success, its financial performance in recent years, and the company outlook for future years. This project will count 20% of the semester grade. The mid-term and final exams will count 80% of the semester grade.

Grades will be based on the following weights:

Grading Scale:

90-100%: A

80-89%: B

70-79%: C

Below 70%: U

Course Information Guidelines

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Attendance. Students are expected to attend all classes and to participate in the classroom discussions.

Textbook:

Accounting Principles: A Business Perspective, 9th Edition. Authors: Hermanson, Edwards, and Williams. Published by Textbook Media Press. ISBN: 1-930789-47-5. www.textbookmedia.com

Schedule

Class Day	Chapter	Topic and/or Assignment
1	1	Accounting and Its Use in Business Decisions
2	2	Recording Business Transactions
3	3	Adjustments for Financial Reporting
4	5	Accounting Theory
5	6	Merchandising Transactions: Intro to Inventories & Classified Income Statement
6	8	Control of Cash
7	16	Analysis Using the Statement of Cash Flows
8	17	Analysis and Interpretation of Financial Statements
9		Mid-term Exam
10	18	Managerial Accounting Concepts/Job Costing
11	21	Cost-Volume-Profit Analysis
12	22	Short-Term Decision Making: Differential Analysis
13	23	Budgeting for Planning and Control
14	25	Responsibility Accounting: Segmental Analysis
15	26	Capital Budgeting: Long-Range Planning

Required Readings

Selected readings from Lowe’s Companies, Inc., latest annual report available at the company website.

Read Item 1. Business – General Information, Customers, Market, Competition, Products and Services, Selling Channels, etc. Item 1A – Risk Factors. Report of Independent Registered Public Accounting Firm and financial statements. Other assigned items.

University of North Carolina at Charlotte
Belk College of Business
MGMT 6140
Marketing from a Management Perspective
Fall 2017 Syllabus

Professor:
Office:
Phone:
Email:
Class time/location:

Office Hours:

Required textbook: Principles of Marketing (16th edition) by Kotler, Philip T. and Armstrong, Gary. (Prentice Hall)

Required readings will also be assigned in Canvas

Course Description:

Since all companies (i.e., both for-profit and non-profit), require some form of selling to be in business, it is incumbent upon managers to have an understanding of marketing processes. This course will educate future managers on the psychology and sociology associated with consumer behaviors. Upon completion students will have the skills needed to make informed and critical decisions required for the company's future profitability.

Course objectives:

The objectives for MGMT 6140 address the three core learning objectives as established by The Belk College of Business Administration for the MS in Management program. These core objectives include:

1. Students will demonstrate knowledge of the fundamentals of business and knowledge of various marketing processes such as identifying consumers' wants and needs; developing new products; pricing; promoting products/services through traditional media and electronic forms; and selecting channels of distribution.
2. Students will demonstrate the ability to analyze business data and make decisions based on the analysis. They will demonstrate the ability to make informed and critical decisions required for the company's future profitability.
3. Students will become prepared for employment in business and management disciplines. They will demonstrate the ability to evaluate and market ideas.

In addition, we will cover ethical, global, political, social, diversity, legal and regulatory, and environmental issues as they relate to business perspectives.

In order to accomplish these objectives students will need to develop a comprehensive understanding of marketing terminology, concepts, systems, decision processes, and marketing environments. In addition, students will need to apply and demonstrate their knowledge of the marketing planning process from an ethical perspective using problem-solving skills.

Class Format:

Students are responsible for reading and analyzing information provided in the textbook and class lectures. If students have questions about the readings, they can email the professor prior to class. Class discussions will not necessarily follow from the textbook. Since students can comprehend the information by reading the textbook class time can be devoted to applications of marketing concepts. Therefore, students will improve their success in the course by reading the textbook and attending class to learn marketing applications.

Expectations from students:

1. Read, review, and study the textbook.
2. Print out the slides and take notes on the slides during class
3. Students can be called on to provide their opinion or to explain concepts that have been covered in the readings.
4. Turn off cell phones during class
5. Refrain from individual discussions as they might distract your classmates.
6. Know and understand the Student Code of Academic Integrity and the UNCC Code of Student Responsibility.

Grading: Your final grade is calculated based on the following:

Exams (3 exams @ 100pts) =	300 points
Cumulative Final Exam =	100 points
In-class participation =	50 points
Canvas exercises (points vary)	30 points
Marketing audit	150 points
Total Points for the course =	630 points (maximum)
<p style="text-align: center;">A = 90% of the total points (567 or more points) B = 80% to 89.99% of the total points (504-566.99 points) C = 70% to 79.99% of the total points (441-503.99 points) U = Less than 70% of the total points (less than 441 points)</p>	

In-class Participation:

It is solely your responsibility to obtain class material if you are absent. In-class participation points can only be earned by students that are in-class during the activity.

Exams:

1. Exams are intended to assess the degree to which students have met the learning objectives. Students learn to think critically and integrate the course material.
2. The exams will reflect the textbook, additional topics covered in class lectures, discussions, exercises, or videos shown in class. The exams will be closed book/note exams.

Exam procedures: (to be followed on exam days)

1. You must present a government issued picture id (University, state, federal, etc.) to turn-in during the exam. Students not presenting a valid id will not be given a grade for the exam until the student presents a picture ID to the instructor. If the student has not provided an ID by the last day of class the grade will be recorded as a zero.
2. Cell phones must be turned off during the exam. You may NOT use them as calculators or clocks.
3. Wearing hats (including baseball caps) is prohibited during exams.
4. You must write your name on both the exam question sheet and answer sheet.

Note: Students have up to a week after the exam is reviewed in class to contact me about their exam grade.

Marketing audit:

The marketing audit provides students with an opportunity to demonstrate their knowledge of marketing concepts. Each student will be responsible for conducting a marketing audit.

Use of cell phones and computers in class:

1. The use of cell phones, beepers, other communication devices is disruptive, and prohibited during class. Except in emergencies, those using such devices must leave the classroom for the remainder of the class period.
2. Students are permitted to use computers during class for note-taking and other class-related work only. Those using computers during class for work not related to that class must leave the classroom for the remainder of the class period.

Academic Integrity:

All students have the responsibility to know and observe the requirements of The UNCC Code of Student Academic Integrity. This code forbids cheating, fabrication or falsification of information, multiple submissions of academic work, plagiarism, abuse of academic materials, and complicity in academic dishonesty. Any special requirements or permission regarding academic integrity in this course will be stated by the instructor, and are binding on the students. Academic evaluations in this course include a judgment that the student's work is free from academic dishonesty of any type, and grades in this course therefore should be and will be adversely affected by academic dishonesty. Students who violate the code can be expelled from UNCC. The normal penalty for a first offense is zero credit on the work involving dishonesty and further substantial reduction of the course grade. In almost all cases the course grade is reduced to F. Copies of the code can be obtained from the Dean of Students Office or online at <http://www.uncc.edu/policystate/ps-105.html>. Standards of academic integrity will be enforced in this course. Students are expected to report cases of academic dishonesty to the course instructor.

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Accommodations for Students with Disabilities

In compliance with the Americans with Disabilities Act (ADA), all qualified students enrolled in this course are entitled to “reasonable accommodations.” Please notify the instructor during the first week of class of any accommodations needed for the course.

Syllabi revisions:

The standards and requirements set forth in this syllabus may be modified at any time by the course instructor. Notice of such changes will be by announcement in class [or by written or email notice or by changes to this syllabus posted on the course Moodle website.

Syllabus

Week	Topic
1	Introduction
2	Creating customer value
3	Marketing strategy
4	Marketing environment
5	Overview of marketing audit
6	Marketing research and market segmentation
7	Consumer behavior Part 1
8	Consumer behavior Part 2
9	Business markets
10	Product strategies
11	Pricing strategies
12	Distribution strategies
13	Promotion strategies
14	Global Marketing
15	Marketing Audit presentations

University of North Carolina at Charlotte
Belk College of Business
MGMT 6150
Managing Your Organization's Operations
Fall 2017 Syllabus

Professor:
Office:
Phone:
Email:
Class time/location:

Office Hours:

Course Overview

The operations function is an integral part of every organization, and managers must be familiar with issues arising in this area. This course will educate future managers on understanding how to manage the provision of goods and services both effectively and efficiently, as well as understanding how to improve related processes.

Course Objectives

The objectives of this course are:

1. To introduce the functional area of operations.
2. To understand the strategic role of the operations function as a key factor in determining an organization's ability to be competitive in global marketplace.
3. To become familiar with the various challenges that occur in the management of manufacturing and service operations, and understand the terminology, modeling, and methodology that arise in the handling and resolution of these challenges.

Assignments. Students need to complete individually several assignments to better understand concepts and techniques covered in the class.

Group Project. Students need to work in teams to complete a research report on a topic in operations management. Each team will present their research to the class and lead a discussion.

Student Evaluation

Grades will be based on the following weights:

Components	Percentage
Exams (3*20%)	60%
Assignments	20%
Group Project	15%
Class Participation	5%
Total	100%

Grading Scale:

90-100%: A

80-89%: B

70-79%: C

Below 70%: U

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Attendance. Students are expected to attend all classes and to participate in the classroom discussions.

Schedule

Class Day	Date	Topic and/or Assignment
1	Week 1	Course Introduction
2	Week 2	Introduction to Operations Management
3	Week 3	Competitiveness, strategy, and productivity
4	Week 4	Forecasting
5	Week 5	Exam 1
6	Week 6	Forecasting
7	Week 7	Strategic Capacity Planning for Products and Services
8	Week 8	Process Selection & Facility Layout
9	Week 9	Quality Control
10	Week 10	Exam 2
11	Week 11	Quality Control
12	Week 12	MRP and ERP
13	Week 13	Inventory Management
14	Week 14	Inventory Management
15	Week 15	Exam 3

Required Readings

Operations Management, by W. J. Stevenson, 12/e, 2014. ISBN: 0078024102.

University of North Carolina at Charlotte
Belk College of Business
MGMT 6160
Managing Talent for Strategic Advantage
Fall 2017 Syllabus

Professor:
Office:
Phone:
Email:
Class time/location:

Office Hours:

Course Overview

Strategically managing human capital can provide a competitive advantage for both business and nonprofit organizations. Students completing this course will gain an understanding of the perspectives, systems, and tools involved in effectively linking an investment in people to organizational effectiveness. Topics will include global strategic human capital perspectives, human capital alignment, the architecture and measures related to workforce planning, recruitment, selection, development, performance management, and retention with a focus on real-world applications.

Course Objectives

This course provides students with an overview of theories, research, and practice in managing human capital in organizations.

Upon successful completion of this course, students will be able to:

1. partner with HR professionals to implement strategic human capital management practices in an organization
2. develop skills necessary for strategically recruiting, selecting, training, developing, evaluating, and retaining employees in business organizations
3. identify human capital management problems and strategic solutions to those problems in business organizations using critical thinking skills
4. understand legal and ethical issues in managing human capital

A secondary objective is to provide students with opportunities to improve their managerial and professional skills: written communication, oral communication, critical thinking, and teamwork.

Required readings

Becker, B. E., Huselid, M. A., Beatty, R. W. (2009). The differentiated workforce: Transforming talent into strategic impact. Boston: HBS Press.

Assignments

Strategic Human Capital Analysis Project

Student teams will plan and complete a strategic human capital analysis of a private or public sector organization using the lens and tools of workforce analysis, as discussed in class and readings, with guidance of project managers (managers from local firms and the course instructor). An overview of the project format will be posted on Moodle. Due dates for components and the final project will be listed in the course schedule (updated on Moodle if necessary). There are two main components to the project:

1. Workforce analysis (general): Students will provide an overall strategic workforce analysis of the client organization, including assessment of workforce success, competencies, behaviors, and culture.
2. Client deliverable (specific): Students will deliver a completed client project agreed through the scope of work under the guidance of the project managers.

Students, not external project managers, have ultimate responsibility for completing all aspects of the course project. Getting an early start will be critical. Students should create a work plan that includes task responsibilities, data and skill needs, timeline, and access to project managers. Students will present on aspects of the project as specified on the syllabus or in class, and may be called upon in class at any time to relate their projects to the course topics. Students will present their projects at the end of the semester to an audience of professional practitioners. Grades will be assigned on a team basis, with an optional peer rating component.

Team case: Each student project team will be responsible for leading two cases (30 minutes) including presenting key data (updated from the case as needed); leading discussion, and distributing a professional-quality handout. This may incorporate a formal slide presentation, structured discussion, or other acceptable format (check with instructor). At a minimum teams must professionally outline the situation, analytical approach, and recommendations based on relevant course issues and case questions. Where appropriate, the discussion plan may include a brief organizational profile, practices, and benchmarks. Teams are responsible for signing up for a case early in the semester, and are encouraged to consult with the professor as they develop their approach.

1. Teams must submit a final copy of their teaching plan to the instructor via email at least one hour prior to the beginning of class (including slides, handouts, etc.).
2. All team members must be substantially involved in the discussion. Teams will be graded on A-F scale. Optional peer ratings may be factored into the case grade at the end of the course.

Individual white paper: Individuals will prepare and submit one (1) white paper analysis (3-5 pages, appendices do not count toward page limit) which fits into the team project subject matter (each team member with a separate topic or subtopic; prior approval needed from instructor). Grading will be on an A-F scale. A white paper is a topical treatise which lays out a position on a particular issue, summarizing the “state of the art” which forms the basis of an approach to

analyzing related issues. For instance, a consulting firm may have white papers on how they approach compensation, training, human capital valuation, or any other area. This is used to both inform the client on the approach (and assure expertise) and to support the engagement.

Team white paper presentation: Each project team will present an overview of the content of the team's individual white papers to the class (date listed on the syllabus or as arranged with the instructor).

Individual process evaluation: Each individual will complete a free-form evaluation of their team project process, including what worked well, what could have been better, and ratings of fellow team members. Optional peer ratings may be included.

Self-assessment: Two-to-three page summary of individual skills and areas for growth in relation to course project. May focus on both content and process issues. Appendices do not count toward page limit.

Class participation: Each student's "value added" to the course will be rated by the instructor in the area of attendance, preparation, and active engagement/contribution. Participation grades are tracked on a weekly basis by the instructor. Assignments are to be completed prior to class, and in-class participation is required. Bringing ideas and issues relating to course topics from the business press (e.g., WSJ, FT) is highly encouraged.

Student Evaluation

- Consulting project (team) = 35%
- SHCM WF Analysis (team) = 20%
- Case teaching (team) = 10%
- White paper (individual) = 10%
- Assessment & process evaluation (individual) = 5%
- Participation (individual) = 20%

Total=100%

Grades will be based on the following weights:

Grading Scale:

90-100%: A

80-89%: B

70-79%: C

Below 70%: U

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Schedule

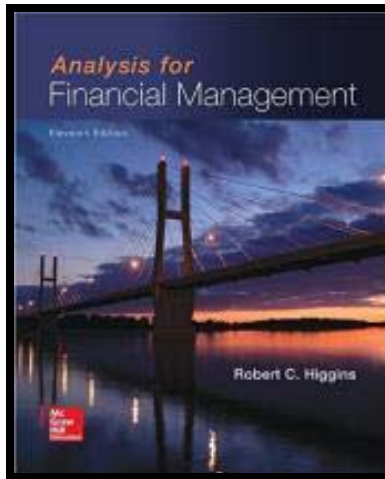
Date	Topic and/or Assignment
Week 1	Course Introduction
Week 2	Organizational Demands and Environmental Influences
Week 3	Legal and Regulatory Issues
Week 4	Job Design and Job Analysis
Week 5	Exam/Evaluation 1
Week 6	Workforce Planng
Week 7	Recruitment & Selection
Week 8	Selection
Week 9	Training and Development
Week 10	Exam/Evaluation 2
Week 11	Performance Management
Week 12	Compensation
Week 13	Incentives and Rewards
Week 14	Employee Health & Safety
Week 15	Exam/Evaluation 3

University of North Carolina at Charlotte
Belk College of Business
MGMT 6170 Analysis for Financial Management
Fall 2017 Syllabus

Professor:
Office:
Phone:
Email:
Class time/location:

Office Hours:

Textbook: *Analysis for Financial Management*, Robert C. Higgins, 11th Edition.
McGraw-Hill. ISBN: 978-0077861780



Publisher Description:

Analysis for Financial Management, presents standard techniques and modern developments in a practical and intuitive manner with an emphasis on the managerial applications of financial analysis. It is intended for non-financial managers and business students interested in the practice of financial management.

Professor's Description:

This is a very practical text written for use in either an Executive MBA or Financial Management for Non-Finance Professionals program. There is a lot of material packed in this little book with both basic and more advanced concepts explained with a unifying case throughout the chapters.

Course Overview

Theory and practice of financial management including financial instruments and markets, financial statement analysis, financial forecasting, cost of capital and capital budgeting, and evaluating investment opportunities. Computer technology may be employed when applicable.

Course Objectives

In this course we will discuss methods and techniques for assessing the financial health of a company, planning future financial performance, and creating value for shareholders. We will accomplish this by absorbing the material in our text, but also by introducing outside viewpoints in our program. The class is meant to provide you with insights into the language of business—finance.

Course Design

This course is designed to provide instruction on key financial management theories and techniques and to encourage active participation by students through problem-solving exercises, student presentations, and project work outside of class. You will need to develop Excel skills, have a financial calculator (with an ability to master the machine), and come to class prepared

for the evening in order to get the most out of this experience. I strongly urge you to have access to either print or electronic copy of the Wall Street Journal, Barron's, Financial Times, The Economist, or other financially-oriented periodical to remain current with financial news.

Typical Evening Schedule

Headline Events, Administrative Issues – (5:30-5:45)
 Group presents current event in finance, approved in advance by Professor – (5:45-6:00)
 Re-cap presentation & previous class – (6:00-6:15)
 Lecture 1 – (6:15-6:55)
 Problems and break – (6:55-7:15)
 Review problems – (7:15-7:30)
 Lecture 2 – (7:30-8:15)
 Problem assignment and dismiss

Assignments and Grading:

You will be graded on a variety of tasks; in-class tests, out-of-class projects, and group presentations. You will be awarded a grade based on your performance on all activities.

I follow a scale of:

- 90-100%: A
- 80-89%: B
- 70-79%: C
- Below 70%: U

Current Event Presentations (2 @ 50) – Group	100 points (25%)
Midterm Exam (1@100) - Individual	100 points (25%)
Project Assignments (2 @ 50) – Group	100 points (25%)
Final Exam - Individual	100 points (25%)
Total	400 points (100%)

Course Information Guidelines

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Schedule

Class Day	Date	Topic and/or Assignment
1	Aug 21	Interpreting Financial Statements – Ch. 1
2	Aug 28	Evaluating Financial Performance – Ch. 2 & Assign Project 1
3	Sep 4	Evaluating Financial Performance (continued) – Ch. 2
4	Sep 11	Financial Forecasting – Ch. 3
5	Sep 18	Financial Forecasting (continued) – Ch. 3
6	Sep 25	Managing Growth – Ch. 4
7	Oct 2	Financial Instruments & Markets – Ch. 5
8	Oct 9	Midterm Exam (Chs. 1-5) Project 1 Due
9	Oct 16	The Financing Decision – Ch. 6 & Assign Project 2
10	Oct 23	The Financing Decision (continued) – Ch. 6
11	Oct 30	Discounted Cash Flow Techniques – Ch. 7
12	Nov 6	Risk Analysis in Investment Decisions – Ch. 8
13	Nov 13	Business Valuation – Ch. 9

14	Nov 20	Business Valuation (continued) – Ch. 9 & Project 2 Due
	Nov 27	Thanksgiving Holiday – no class meeting
	Dec 4	Reading Day – no class meeting/optional review day
15	Dec 11	Final Exam (Comprehensive) – 5:00-7:30 PM

Required Readings

Analysis for Financial Management, 11th Edition by Robert C. Higgins

Required Software

Microsoft Excel & Word

University of North Carolina at Charlotte
Belk College of Business
MGMT 6180
Economics for Managers
Fall 2017 Syllabus

Professor:
Office:
Phone:
Email:
Class time/location:

Office Hours:

Required Textbooks: *Economics, 20th Edition*, 2015, McConnell, Campbell R., Stanley Brue and Sean Flynn. McGraw Hill Publishing Company.

McGraw Hill Connect to Accompany, *Economics, 20th Edition*.

Course Overview: Economics for Managers covers the micro and macroeconomic concepts required to understand the environment in which business firms operate. Topics covered include supply and demand, the behavior of firms and consumers, business cycles, exchange rates, and the effects of monetary and fiscal policies.

Course Objectives: Economics for Managers is a course for Masters of Science in Management students without previous coursework in economics. The course provides coverage of basic concepts of microeconomics and macroeconomics following an accelerated schedule. The course has two main objectives. The first objective is for students to master basic concepts of microeconomics and macroeconomics. The second objective is to apply these concepts to managerial issues and problems.

Course Design: The course consists of lecture and discussion. Student participation is encouraged.

Assignments. Assignments consist of weekly homework assignments using the McGraw Hill Connect online homework manager. Assignments will open at 8:00 AM each Monday and are due at 11:59 PM Wednesday evening. Questions will not be answered in class or during office hours while the homework assignment is open. Students are encouraged to ask questions during class time or office hours beginning the Thursday after the assignment is due.

Student Evaluation

Grades will be based upon three tests, and Connect homework assignments weighted as follows:

Connect homework:	10%
Test 1	30%

Test 2	30%
Test 3	30%

Grading Scale:

90-100%: A

80-89%: B

70-79%: C

Below 70%: U

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Schedule

Class Day	Date	Topic and/or Assignment
1	August 22	Market Supply and Demand, Determination of Prices (Chapter 3); Begin Elasticity (Chapter 6)
2	August 29	Market Failure and the Role of Government (Chapters 4 and 5)
3	September 5	Conclude Elasticity, Utility and Consumer Preferences (Chapter 7)
4	September 12	Production and Costs (Chapter 9)
5	September 19	Test 1
6	September 26	Pure Competition (Chapters 10 and 11)
7	October 3	Monopoly (Chapter 12)
8	October 17	Imperfect Competition: Monopolistic Competition and Oligopoly (Chapter 13)
9	October 24	Input Markets, The Demand for Resources (Chapter 14)
10	October 31	Test 2
11	November 7	Introduction to Macroeconomics (Chapter 24), National Income Accounting (Chapter 25)
12	November 14	The Business Cycle, Unemployment and Inflation (Chapter 27)
13	November 21	Aggregate Demand and Aggregate Supply (Chapter 30)
14	November 28	Fiscal Policy, Deficits and Debt (Chapter 31)
15	December 5	Money and Banking, Financial Institutions and Money Creation (Chapters 32 and 33)
16	December 12	Test 3

Required Software

Connect homework assignment available with course textbook adopted for this course.

University of North Carolina at Charlotte
Belk College of Business
MGMT 6190
Managerial Ethics and Leadership
Fall 2017 Syllabus

Professor:

Office:

Phone:

E-mail:

Office Hours:

Class time/location:

Course Overview:

Ethical issues permeate business. Leading an ethical organization and managing ethical issues in relation to external stakeholders is important for the purposes of ensuring organizational integrity, enhancing organizational legitimacy, and managing risk. The societal expectation that businesses have social and environmental obligations has never been greater or more widespread. Most medium and large sized businesses identify ethical values, such as respect for employees or customers, as a feature of their core mission. Increasingly companies employ ethics and sustainability officers, or managers, to help implement their core values and strategy. Many industries have pledged to adhere to voluntary ethics codes, such as the United Nations Global Compact, and have thereby committed to adhering to its principles regarding human rights, labor, the environment, and anti-corruption. Organizational leaders operating in a global economic environment are better able to engage with policy makers, non-governmental organizations, and a range of stakeholders on social, environmental and financial issues, if they understand the ethical dimensions of business and demonstrate best practices in their policies and in their social and environmental reporting.

Course Objectives:

- (1) To enhance your capacity to evaluate ethically, legally, and politically problematic business scenarios and to develop sound responses to such scenarios.
- (2) To enhance your critical thinking and writing skills, especially as such skills relate to the exercise of ethical managerial leadership.
- (3) To learn how to manage and lead organizations consistent with organizational and personal integrity.
- (4) To develop an understanding of the meaning and purpose of ethical leadership.

Course Design:

- (1) This is a discussion-based class where in-class discussion is an important part of the learning process. Attendance is required.
- (2) It is essential that you read the assigned material prior to each class meeting. It will be

assumed that you have completed the required assigned reading prior to class. Typically each class will begin with discussion of a required reading. Thoughtful discussion is an essential part of this class and an acquired skill. Students are expected to fully participate in class discussion where this means actively listening as well as speaking.

- (3) There will be an in-class midterm and final exam. Students must take the exams at the scheduled time and place barring extraordinary circumstances. Information about the exams will be distributed in advance.
- (4) There will be one team case study and analysis. Teams will be required to submit a written version of the case study and present the case study in class. Detailed instructions will be distributed separately. All students will be given the opportunity to confidentially evaluate the performance of their peers.

Assignments:

- (1) Participation is required and will be assessed during each class period.
- (2) There will be two in-class, essay exams.
- (3) There will be one current topics in business ethics assignment where each student presents to the class a brief overview of a business ethics issue currently in the news.
- (4) There will be one team case study analysis and presentation. Teams will be required to submit a written version of the case study and present the case study in class.

Student Evaluation:

Grades will be based on the following weights:

- Class Discussion Participation: 25%
- Midterm Essay exam: 20%
- Written Team Project: 20%
- Current Topics in Business Presentation: 5%
- Team Project Presentation: 5%
- Final Essay Exam: 25%

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Schedule:

Week I Introduction to Ethical Issues in Management

ABB, Case Study: “Should Company Policy Apply to All?” pp. 42

ABB, Case Study: “Outsourcing at Any Cost?” pp. 122-124

Week II Corporate Responsibility I: The Stockholder View

ABB, Chp. 1, “Ethical Theory and Business Practice,” pp. 1-11 (“Concepts and Problems”) and 17-21 (“Utilitarian Theories”)

ABB, Introduction to Chapter 2, pp. 46-49 only
ABB, Friedman, "The Social Responsibility of Business is to Increase Its Profits," pp. 53-57
ABB, Case Study: "The NYSEG Corporate Responsibility Program," pp. 120-122

Week III Corporate Responsibility II: The Stakeholder View

ABB, Chp. 1, "Ethical Theory and Business Practice," pp. 22-27 ("Kantian Ethics")
ABB, Freeman, "Managing for Stakeholders," pp. 57-68
ABB, Cascio, "Decency Means More than "Always Low Prices": A Comparison of Costco to Wal-Mart's Sam's Club," pp. 79-86
ABB, Legal Perspective: *A.P. Smith Manufacturing v. Barlow*, MySearchLab
ABB, Johnson & Johnson, "Our Credo," MySearchLab
ABB, Case Study: "Merck & River Blindness," pp. 124-125

Week IV Organizational Culture & Ethical Leadership

ABB, Trevino and Nelson, "Ethics as Organizational Culture," pp. 95-107
ABB, Case Study: "The Bachelor Party," pp. 128-129

Week V Unethical Leadership

Bazerman and Tenbrunsel, "Ethical Breakdowns" (Moodle)
ABB, Case Study: "Pfizer: Repeat Offender," pp. 322-325

Week VI Self-Regulation & Organizational Integrity

ABB, Elliott, "The Drug Pushers," pp. 285-294
ABB, Arnold, "The Ethics of Direct to Consumer Advertising," pp. 294-305
ABB, Legal Perspective: *Kasky v. Nike, Inc.*

Week VII Whistle-blowing & Integrity

ABB, Brenkert, "Whistle-blowing, Moral Integrity, and Organizational Ethics," pp. 179-192
Case Study: "Bad Medicine" (Moodle)

Week VIII Midterm Essay Examination

Week IX International Management I: Human Rights

ABB, Introduction to Chapter 9, pp. 530-535
ABB, Bowie, "Relativism and the Moral Obligations of Multinational Corporations," pp. 536-539
ABB, Arnold, "The Human Rights Obligations of Multinational Corporations," pp. 540-547

United Nations Human Rights Council, “Guiding Principles on Business and Human Rights: Implementing the United Nations ‘Protect, Respect and Remedy’ Framework” (Moodle)

Case Study: “Child Labor and Cocoa Farms” (Moodle)

Week X International Management II: Labor Practices*

ABB, Maitland, “The Great Non-Debate Over International Sweatshops,” pp. 553-562

ABB, Arnold and Bowie, “Sweatshops and Respect for Persons,” pp. 563-576

ABB, Case Study: “Should Wal-Mart Do More?: A Case Study in Global Supply Chain Ethics,” pp. 653-656

Week XI Environmental Sustainability I*

ABB, Introduction to Chapter 8, pp. 451-455

ABB, Bowie, “Money, Morality, and Motor Cars” pp. 456-461

ABB, Case Study: “Texaco in the Ecuadorean Amazon,” pp. 504-505

Week XII Environmental Sustainability II*

ABB, Holland, “Sustainability,” pp. 475-482

ABB, Arnold with Bustos, “Business Ethics and Global Climate Change,” pp. 462-475

ABB, Case Study: “Maintaining a Seat at the Table: The Shell Group,” pp. 509-510

Week XIII Environmental Sustainability III *

ABB, Hawken, Lovins, and Lovins, “Natural Capitalism: The Next Industrial Revolution,” pp. 483-493

ABB, Case Study: “Interface Corporation and Sustainable Business,” p. 511

ABB, Case Study: “What Does it Mean to Be Truly Green: Environmental Sustainability at Frito Lay North America,” pp. 513-520

Week XIV Team Presentations

Week XV Team Presentations

Week XVI Final Exam

Required Readings:

Arnold, Beauchamp & Bowie, *Ethical Theory and Business*, 9th ed. (Pearson, 2013) (ABB)
Supplemental Readings (SR): Available on Moodle

Appendix C: Catalog Copy

Master of Science in Management

The Master of Science in Management is a full-time, one-year, 30 credit hour program. The fifth-year MS in Management program is designed for recent graduates without a business background who are interested in gaining marketable skills in functional areas of business. The curriculum will provide students with a comprehensive overview of key business topics, making graduates marketable in today's business world. Students will learn the fundamentals of business in areas such as finance, business analytics, marketing, operations, accounting, economics, information technology, ethics, organizational behavior, and leadership.

Additional Admission Requirements

In addition to the general requirements for admission to the Graduate School, the following are required for graduate study in the MS in Management program:

1. An earned bachelor's degree from a regionally accredited college or university in a non-business field;
2. 1 letter of recommendation;
3. A satisfactory score on the Graduate Management Admission Test (GMAT) or Graduate Record Exam (GRE); and
4. A resume.

Students are admitted to the program by the Dean of the Graduate School based on the recommendation of the Belk College of Business MS in Management Program Director, in consultation with the Belk College of Business MS in Management Program Committee. Recommendations are based on the assessments of the Program Director and Program Committee of the candidate's ability to complete the program, as supported by the application materials. If there are more candidates than can be accommodated, candidates are recommended in order of their perceived ability, promise of success, and suitability to the program.

Prerequisites

Students will be required to complete a college algebra course earning a grade of B or better prior to enrolling in the program.

Degree Requirements

The MS in Management degree program comprises 30 credit hours. The MS in Management is a one year, lockstep program consisting of 10, three credit hour courses. Up to 6 hours of coursework may be transferred from an AACSB-accredited institution of equivalent, based on the recommendation of the relevant academic department, approval of the Director of the MS in Management Program, and approval of the Graduate School. All students in the program must meet the Graduate School's requirements for a Master's Degree.

Required Courses

- MGMT 6100 – Quantitative Business Analysis (3)
- MGMT 6110 – Information Systems Management (3)
- MGMT 6120 – Management and Organizational Behavior (3)
- MGMT 6130 – Principles of Financial and Managerial Accounting (3)
- MGMT 6140 – Marketing from a Management Perspective (3)
- MGMT 6150 – Managing your Organization’s Operations (3)
- MGMT 6160 – Managing Talent for Strategic Advantage (3)
- MGMT 6170 – Analysis for Financial Management (3)
- MGMT 6180 – Economics for Managers (3)
- MGMT 6190 – Managerial Ethics and Leadership (3)

Grades

A student is expected to earn an A or B in all courses included in the program and must maintain a minimum cumulative 3.0 GPA (on a 4.0 scale) to graduate. An accumulation of three marginal C grades in any graduate coursework will result in suspension of the student’s enrollment. If a student earns a U in any course, their enrollment will be suspended and the student cannot take further coursework without being readmitted to the program. Readmission to the program requires approval of the Dean of the Graduate School upon the recommendation of the Program Director.

Admission to Candidacy

Students should consult the Graduate Catalog for deadlines and processes related to admission to candidacy.

Application for Degree

Students should consult the Graduate Catalog for deadlines and processes related to application for degree.

Advising

Academic Advising is provided by both the Director of the MS in Management program and Belk College Graduate Programs staff.

Transfer Credit

Up to six hours of appropriate graduate credit may be accepted for transfer from another AACSB-accredited (or equivalent) Master’s program. Only courses where grades of B or above have been earned will be considered. Approval from the Director of the MS in Management program and the Graduate School is also required. All other Graduate School policies regarding transfer credit apply.

Program Certifications/Accreditation

The [Belk College of Business](#) is accredited by the Association to Advance Collegiate Schools of Business (AACSB International).

Appendix D: Student Learning Outcomes Assessment Plan



Spring 2015 and Fall 2015 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: Master of Science in Management (MS in Management)

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

Students will demonstrate knowledge of the fundamentals of business.

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 achievement of this learning outcome will likely be questions and problems embedded in several courses. Specifically, the questions and problems assess the concepts below, which, together, effectively gauge overall student understanding:

1. Students will demonstrate knowledge of the marketing processes.
2. Students will demonstrate knowledge of the management of information resources.
3. Students will demonstrate knowledge of talent management in business.
4. Students will demonstrate knowledge of financial strategies in business.
5. Students will demonstrate knowledge of micro and macroeconomic concepts used in business.

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 five courses throughout the MS in Management program: MGMT 6110, *Information Systems Management*, MGMT 6140, *Marketing from a Management Perspective*, MGMT 6160, *Managing Talent for Strategic Advantage*, MGMT 6170, *Analysis for Financial Management*, and MGMT 6180, *Economics for Managers*. Students will be assessed using course embedded questions and problems designed to measure student knowledge related to each of the five effectiveness measures.

Program faculty members will be 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 each semester to complete the continuous improvement process. At this meeting, program faculty determines what changes or improvements should be made to instruction, the program, individual courses, or to the assessment process. Changes will be 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.)

80% of students will correctly answer 80% of the questions and/or earn a score of 80 or higher on the assessment problems related to each effectiveness measure.

Spring 2014-Fall 2014 Assessment Data	Spring 2015-Fall 2015 Assessment Data
n/a	n/a

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

Students will demonstrate the ability to analyze business data and make decisions based on the analysis.

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 achievement of this learning outcome will likely be questions, problems, and projects embedded in several courses. Specifically, the questions and problems assess the concepts below, which, together, effectively gauge overall student understanding:

1. Students will demonstrate knowledge of ethical standards in business.
2. Students will demonstrate the ability to analyze a business situation so that proper decisions are made.
3. Students will demonstrate the ability to make informed and critical decisions required for the company’s future profitability.
4. Students will demonstrate the ability to interpret financial statements to evaluate the performance

of a business.

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 four courses throughout the MS in Management program: MGMT 6110, *Information Systems Management*, MGMT 6130, *Principles of Financial and Managerial Accounting*, MGMT 6170, *Analysis for Financial Management*, and MGMT 6190, *Managerial Ethics and Leadership*. Students will be assessed using course embedded questions, problems, and projects designed to measure student knowledge related to each of the five effectiveness measures.

Program faculty members will be 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 each semester to complete the continuous improvement process. At this meeting, program faculty determines what changes or improvements should be made to instruction, the program, individual courses, or to the assessment process. Changes will be 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.)

80% of students will correctly answer 80% of the questions and/or earn a score of 80 or higher on the assessment problems related to each effectiveness measure.

Spring 2014-Fall 2014 Assessment Data	Spring 2015-Fall 2015 Assessment Data
n/a	n/a

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

Students will be prepared for employment in business and management disciplines.

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 achievement of this learning outcome will likely be questions, problems, and projects embedded in several courses. Specifically, the questions and problems assess the concepts below, which, together, effectively gauge overall student understanding:

1. Students will demonstrate knowledge of leadership in organizations.
2. Students will demonstrate the ability to solve business problems.
3. Students will demonstrate the ability to evaluate and promote ideas.

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 two courses throughout the MS in Management program: MGMT 6140, *Marketing from a Management Perspective*, and MGMT 6190, *Managerial Ethics for Leadership*. Students will be assessed using course embedded questions, problems, and projects designed to measure student knowledge related to each of the five effectiveness measures.

Program faculty members will be 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 each semester to complete the continuous improvement process. At this meeting, program faculty determines what changes or improvements should be made to instruction, the program, individual courses, or to the assessment process. Changes will be 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.)

80% of students will correctly answer 80% of the questions and/or earn a score of 80 or higher on the assessment problems related to each effectiveness measure.

Spring 2014-Fall 2014 Assessment Data	Spring 2015-Fall 2015 Assessment Data
n/a	n/a