

College of Business

**Core
APR Report**

September 6, 2007

CAT Report/APRC Report – August 24, 2007

Version 2.3 updated 8/24/7

The College of Business is seeking accreditation by the Association of Collegiate Business Schools and Programs (ACBSP) in 2008. To achieve this, the College of Business (COB) Core must meet their guidelines. The steps and content outlined in this report meet the ACBSP guidelines.

The COB Core is a common professional component of COB degree programs. The existing core has not seen significant revision in several years. The COB recognizes the Core needs to model relevant business concepts and themes that can be revisited repeatedly across semesters and years. The Core also needs to be evaluated and modified on a frequent basis using an effective evaluative process. This document seeks to outline the evaluative process undertaken to strengthen the core and the pedagogical experience, as well as present the framework for establishing a revised Core. For us to be successful, our primary focus should be on learning, processes, and outcomes. The work cannot be dominated by discipline obstruction, credit hour protectionism, what other's are doing, or not doing, equal division of labor, or changes at the margins; all of these are secondary at best.

The Core Assessment Team (CAT) was assembled and charged October 2006. The team members are Rodney Michael, Susan Jones, Chet Bolling, Dave Marion, Sherrie Bell and Greg Gogolin. Mike Cooper has been the primary coordinator and Van Edgerton has been an effective facilitator. The primary COB Advisory Board contact is Mike Bigford. This document contains a brief overview of the proposed two phase approach to modifying the core to meet accreditation guidelines and quality criteria. Phase one is a short term bridge that positions the core for a more complete long-term solution referred to as phase two. The approach to the core evaluation is consistent with the COB Curriculum Assessment Model that was passed by the college faculty fall 2005.

Phase one intentions:

There are two content areas that have been identified as needing immediate attention per accreditation guidelines – ethics and global perspective. The proposed method of addressing this is to develop a comprehensive online module for each of the two content areas. These modules will be developed for delivery via FerrisConnect and will be part of the 499 capstone course effective with the semester beginning January 2008. These modules will be a combination of text, multimedia and podcast technologies. There are several reasons for the temporary integration to 499: 1) no additional credit hours are added to student programs, 2) the 499 course frequently meets for 12 weeks, which provides a 4 week window for the module material, 3) the 499 integration is the most efficient way to impact the majority of enrolled students, 4) the COB core would then have addressed two significant issues identified in the previous accreditation review, and 5) this provides a pilot of the techniques and technologies planned for phase two allowing for proof of concept before proceeding in more dramatic fashion.

Phase two intentions:

A new core will be developed from the tentative core proposal near the end of this web page. This new core will replace the existing core with a staged implementation beginning Fall 2008. The intent is to maintain the current 30 hour footprint, although it is likely that there will be a change in the number of courses and the number of credit hours per course. In other words, several courses may become 2 credit hours, some courses

may be integrated/combined, and some new courses may appear. The intention is to explore opportunities for team teaching and integration. Dean Nicol and Dean Johnston (COE) will be meeting with the VPAA to determine an equitable way to handle load issues that may arise due to team teaching and the inevitable credit hour teaching assignment computations. Note that the two economics courses will not be changed in this phase due to general education requirements, although it is likely that changes will be necessary in the future.

Additionally, more online modules will be developed by COB faculty that cover many of the outcomes in the core content areas. This will allow for consistency in topic coverage between faculty, provide a resource for learning and relearning for students, and provide pretest/posttest information regarding gain in student knowledge. Pretest/posttest methods may include online assessments in FerrisConnect, random sample qualitative investigation, or other methods. This will serve as additional longitudinal data points for academic assessment.

A faculty governance structure for the core still needs to be developed. There has to be some sort of ownership so that core evaluation becomes an ongoing process.

Steps that have been taken by the CAT team:

- CAT charge meeting October, January
- CAT meetings Oct – March
- Student/alumni survey – February
- 499 email survey – November
- Core faculty discussion group – November
- COB advisory meeting – December, other ad hoc
- COB-wide presentation/updates – December, March, April
- Step workshop outcome brainstorming (one week in duration)
- Step workshop outcome grouping (one week in duration)
- Step workshop core subject matter areas (courses/threads – two weeks in duration)
- Benchmarking – other universities – November (no best practice model found)
- Career Fair – feedback sessions
- APRC preliminary update – February
- Literature reviews – ongoing
- Other reviews - CPC, ETS outline, current core, historical documents, prior ACBSP documents
- Reviewed Gen Ed requirements in relation to core, recommend a Gen Ed review/alignment
- Review program advisory meeting feedback
- Review with Mike Bigford, COB Advisory Board member, and ask him to come to April COB meeting.
- Reviews of several university cores
- Reviews of core processes and cores of EMU, WMU, CMU, MTU, GVSU w/ their reps.
- Review of core change process with UCC 4/19/7
- Review of core status and options with COB faculty at April college meeting
 1. outlined proposed timeline and core focus areas
 2. published this working document to <http://cbgp.ferris.edu/faculty/gogoling/cat/cat.htm>
 3. url was distributed to all faculty members via email and was documented in meeting minutes
- Review of core progress and direction with COB dean and assistant dean 6/5/7
- Submit preliminary Core APR 6/07
- Review proposal with business executives 8/07

- Review proposal with COB faculty at college wide meeting 8/07

There are two phases still remaining –

Phase 1 (Fall 07)

- Development of ethics and global modules
- vote on core implementation
- ethics training (core faculty)
- finalize core proposal
- develop formal core assessment procedure
- APRC
- governance structure
 - o core seniority group like mechanism
 - o core cadre that crosses seniority units
 - o coordinator
 - o Core training
- Delivery methods
 - o Web
 - o Hybrid
 - o Duration
- Podcasts &/or other content integrated into 499 for ethics and global – pilot Fall 2007

Phase 2 (Winter 08)

- migrate to new core
 - o staged
- maintain 2 cores during migration
- begin to implement formal core assessment procedure

**Tentative Core Proposal
(all courses in core will have unique prefix, i.e. BUSN)**

Subject Matter Area	Focus Areas	Course Number	Credit Hours
Marketing	1. Creativity 2. Innovation/design 3. Four P's 4. Market Analysis 5. Mkt research/forecasting 6. Non-profits and social causes 7. International Marketing	BUSN 3xx	3
Ethics and Personal Skills	1. Diversity, ethical decision making, culture 2. Social Responsibility, honesty/integrity/professional judgment	BUSN 2xx	2

	<ol style="list-style-type: none"> 3. Business communication, presentations, collaboration 4. Self/team/projects/employee/work ethic/HR 		
Accounting	<ol style="list-style-type: none"> 1. The role of Accounting and the social/economic environment 2. The Accounting process 3. System inputs, outputs and controls 4. Cost Mgt and Profit Analysis 5. Interpretation of Balance Sheets/Fin. Statements/Income Statement, Statement of Cash Flow 6. Budgets and budget accounting 7. investment & cost analysis: npv, eva, break even, rate of return 8. international accounting 9. annual reports 10. 10-K 	BUSN 2xx	4
Finance	<ol style="list-style-type: none"> 1. Cost concepts, Bus. Unit contributions to margin 2. embedded/marginal cost of capital 3. capital vs. expense 4. funding sources & types 5. cash flow and time value of money 6. budget/exception reporting/mgt 7. project bidding 8. risk and returns 9. international finance 10. investment analysis 	BUSN 3xx	3
Business Mgt	<ol style="list-style-type: none"> 1. Operations/Logistics (including Transportation, Freight, Customs, Ocean Transport) 2. Service businesses 3. Business design/life cycle 4. Professional mgt vs. entrepreneurial mgt 5. Mgt Process and Decision Making 6. Strategy and Policy 7. International/cross cultural mgt 8. Mergers and divestitures 	BUSN 3xx	3
Bus Law	<ol style="list-style-type: none"> 1. Contracts 2. Torts 3. Admin law 4. Labor law 5. Security regulation 6. International issues 	Existing course	3
Fact-Based Analysis	<ol style="list-style-type: none"> 1. Numeracy/Decision Analysis 2. Decision Models 		3

	<ol style="list-style-type: none"> 3. Competitive theory 4. Critical Thinking 5. Numeric/quantitative/qualitative skills 6. Time series 7. Distribution modeling 8. Charting and measures of location, dispersion, skewness, outliers 9. Distribution modeling 	BUSN 2xx	
Information Systems	<ol style="list-style-type: none"> 1. Architecture and impact on goals 2. Business Information Systems 3. ERP 4. Information transmission sources: wireless, service providers, etc. 5. Systems development, third parties, international issues 6. Life cycle 7. Spreadsheets/Databases 8. Security, privacy, ethics 9. Acct and IT systems 	BUSN 2xx	3
Project and Applied Management	<ol style="list-style-type: none"> 1. Business Environment 2. Leadership 3. Risk Mgt 4. Organizational Dynamics 5. HR/Teams/cross culture 6. Estimating/Costing 7. Quality/Reviews 8. Work breakdown structures/Change mgt 9. Coordination/Constraints 10. Benchmarking/baselining 11. Strategic Planning and financial information 	BUSN 3xx	3
Integrated Capstone	<ol style="list-style-type: none"> 1. Strategic thinking 2. Global 3. Business valuation 4. Planning 5. HR 	BUSN 4xx	3

Internship is highly recommended, but is a program-level decision

Comparison of Michigan Cores - 2007

FSU (existing)	MTU	UM	MSU	EMU	SVSU	GVSU	WMU	CMICH
Fin Acct	Fin Acct	Fin Acct	Fin Acct	Fin Acct	Fin Acct	Fin Acct	Fin Acct	Fin Acct
Mgt Acct	Mgt Acct	Mgt Acct	Mgt Acct	Mgt Acct	Mgt Acct	Mgt Acct	Mgt Acct	Mgt Acct
		Ap. Econ	Econ			Adv. Econ		
			International Econ or International Business					
		Personal Prod./IT (.5)	Computing Concepts	End User Computing			End User Computing	
Macro	Macro (.5)	Macro Econ	Macro Econ		Macro Econ		Macro Econ	Macro Econ
Micro	Micro (.5)		Micro Econ				Micro Econ	Micro Econ
		Bus Comm (.5)		Bus Comm		Bus Comm		Bus Comm
						Info and Comm Infrastructure		
Stats		Stats	Stats	Bus Stats		Stats	Stats	Stats
					Stats w/ computers			
			Algebra		Finite Math		Algebra	
			Calculus					Calculus
	Quant. Problem solving		Quant. Bus Research Methods			Quantitative		
Finance	Finance	Finance	Finance			Finance	Finance	Finance
		Bus Comm			Communications			
					Technical Rpt Writing		Informational Writing	
MKT	MKT	MKT	MKT		MKT	MKT	MKT	MKT
	Information Systems					Information Systems		
Bus Info Sys	Mgt Info Sys	Bus Info Sys	Bus Info Sys			Mgt Info Sys		Bus Info Systems
		Behav Theory Mgt			Organization and Administration		Org Behavior	
	Mgt Teamwork							
Applied	Intro					Concepts		

Mgt	Business					Mgt		
Op Mgt	Op Mgt	Op Mgt				Op Mgt		
			Supply Chain				Bus Process Productivity	Supply Chain
	Strategy	Strategy					Strategy	
Contracts & Sales								
	Bus Law		Law	Bus Law		Bus Law	Law	Law
					Social, Political, Legal			
			Policy			Policy		
					Ethics			Ethics
								Moral Problems
			HR					HR
							Bus Enterprise	
							Behavioral Science	
			Capstone					
Integrated Bus Experience								Integrated Bus Experience

ACBSP Accredited Colleges

NW Missouri	Ashland U	Drury U.
Fin Acct	Acct Princs I	Princs of Acct
Mgt Acct	Acct Princs II	Financial Statements & Decision Analysis
Bus Law	Bus Law	Bus Law
Finance	Finc Mgmt	Finc
Mgt Communication	Bus Comm	Princs of Entrepreneurship
Mgt Process and Behavior	Mgmt Intro	Leadership & Organizations
Production and Operations	Oper Mgmt	Analytical Methods
Policy		Corporate Policy & Ethics
MKT	Mktg Princs	Mktg
International business	Senior Capstone	Inter. Study Abroad (1 cr)
Mgt Info Systems	Info Tech	Mgmt Info Sys
Stats	Stats	Stats
Micro Econ	Micro Econ	Basic Eco Thy
Macro Econ	Macro Econ	Acct Prof Bus Experience
Algebra	Psych	Bus Foundations

The ten courses that comprise the Business Core curriculum are required of all majors in the College of Business (with the exception of Graphic Design). This requirement reflects a traditional business school expectation of students whose major is in one of the business fields – that they will possess a general base of business knowledge, in addition to the specific knowledge associated with their major. That said, there is no exact template for what that knowledge base will consist of, and how it will be acquired. Though some expectations are set forth by our accrediting bodies, the driving force should be that which will best prepare our students to function effectively in whatever career path they choose.

The Ferris COB 'core' reflects a number of challenges, none of which is unique to Ferris. Many of the current courses in the core are, or stem from, the initial coursework in the respective majors (which ignores the fact that a non-major lacks the comfort, interest or focus that characterizes a major). In addition, there is a tendency to assume that what we were taught when we were students is still appropriate. To a certain extent, there are timeless elements, but there are also new requirements necessitated by changing workplace realities, needs and expectations (e.g., globalization, technology, team-based work).

The COB has not been as quick as it needs to be implementing responsive curricular change. Furthermore, this needs to be more than alteration of content. Our approach needs attention, as well. We need to convey a holistic perspective that reflects the interrelatedness of the core elements, rather than teaching each of the areas (e.g. Management, Marketing, Stat, etc.) as if they stand alone. Our curricular offerings need to resonate with relevance and currency, regardless of the individual student's specific major. The 'core' is their reference foundation.

Though we definitely have to attend to the core, it has apparently achieved some success in its current form. All graduating Business seniors take the capstone course in which they participate as a member of a team in an 8-week business simulation game against 1200 other teams from across the country (measured on 8 different aspects). The simulation draws on knowledge presumably derived from the core curriculum. In the past couple of years Ferris has had teams that have place in the top ten (again, out of 1200) on 3-5 of the 8 criteria. That is impressive. We also assess the students' knowledge via the ETS Field Test in Business which is administered to graduating seniors each year. Our student perform credibly on it.

This said, we have an immediate need to infuse the core with greater emphasis on instilling a global perspective in our students, as well as being appropriately attentive to ethical issues related to the conduct of business. These are mandated by our disciplinary accreditation standards. At the same time, we are embarking on an effort to effect broader changes in response to the issues cited above. Realistically, this takes time, but we can not stand still. We must move forward if we are to provide our students with a foundation that will be valued by them and the workplace in the future.

CAT Workshop

- March 12/13 – BUS 102 -

PURPOSE

The purpose of the workshop is to identify core courses and themes defined by sets of student learning outcomes¹ developed around the ACBSP Common Professional Component (CPC)

PROCESS

1. Identify (brainstorm) student learning outcomes related to each topic outlined in the ACBSP CPC

Participants identify and write learning outcomes on PostIt notes (one outcome per note) then place the PostIt under the most relevant CPC topic. Each participant contributes to the list of outcomes for each CPC topic.

2. Cluster the listed outcomes aggregated across all CPC topics

Participants silently move PostIt notes into and out of clusters – until clusters stabilize (use duplicate PostIt notes as needed).

3. Name each cluster and refine the list of included outcomes – in terms of inclusion, exit versus enabling, and priority

Participants dialogue to agreement on the cluster name, included list of outcomes, and nature/priority of each outcome.

4. Collect clusters into potential courses and/or themes

Participants dialogue to agreement on grouping clusters into courses and/or themes.

5. Prioritize outcomes within each cluster/theme

Participants dialogue to agreement on priorities – ranging from top priority to zero priority

¹ Here a learning outcomes may be specified a specific skill, knowledge topic, or attitude (SKA) rather than a formally stated learning outcome with an action verb and SKA

Common Professional Component Compliance

C O U R S E	Functional Areas				Business Environment				Tech Skills		C A P S T O N E	T O T A L H R S
	M K T G	F I N C	A C T	M G M T	L A W	E C O N	E T H I C S	G L O B A L	I S	S T A T		
ACCT												
FINC												
IS												
LAW												
MGMT												
MKTG												
OPMG												
STAT												
499												

ACBSP

Common Professional Component (CPC)

1. Functional Areas
 - Marketing
 - Business Finance
 - Accounting
 - Management, including Production and Operations Management, Organizational Behavior, and Human Resource Management
2. The Business Environment
 - Legal Environment of Business
 - Economics
 - Business Ethics
 - Global Dimensions of Business
3. Technical Skills
 - Information Systems
 - Quantitative Techniques/Statistics
4. Integrative Areas
 - Business Policies OR
 - A comprehensive or integrating experience that enables a student to demonstrate the capacity to synthesize and apply knowledge from an organizational perspective.

Note: Identify where the topical areas of the CPC are covered in the required course offerings by completing Figure 6.3, entitled Abbreviated Course Syllabus, for each undergraduate required course taught in the business core. An example of a completed course syllabus is provided in Figure 6.4.

Special Note: For required courses in the business core that are taught by an academic department outside of the business unit, prepare a syllabus and include with this section of the self-study (e.g., calculus taught by Math Department).

Prepare a table listing all required courses in the business core as shown in Figure 6.5, including the topical areas represented by the Common Professional Component. The table summarizes the total number of contact hours devoted to each topical area by course as calculated in each abbreviated course syllabus.

global	g1	Terrorism
global	g1	When to outsource and how to do it effectively
global	g1	Global sourcing and materials / logistics management
global	g1	Global economics 1st, 2nd, 3rd world
global	g1	Culture difference: Language and customs MGMT 499
global	g1	Cultural / Diversity understanding
global	g1	Exchange rates
global	g1	If you outsource what other ramifications occur?
global	g1	Challenges of managing a global workforce and consumer base
global	g1	Need to tie to current real world events as it is taught if you globalize the core, students will only be focusing on globalization for only a limited time frame during the course. I would think by introducing a full course into the core on globalization the student's thinking process will be more global in content
global	g1	
economics	e1	Bond and stock information should be short and general
economics	e1	Basic understanding of stock and bond prices and effect on business are all that is needed.
economics	e1	Exit competencies: Be able to do strategic planning for various business types and apply financial analysis in decision making

economics	e1	To understand fixed, variable, debt retirement, escrow, and other commitments as they are related to profits
economics	e1	Need to understand the ripple effect of prices and the effect on business practices and strategy
economics	e1	The critical importance of historic data and realistic projections to support their borrowing needs and obtain competitive loan rates
economics	e1	Bankers seldom see business owners (especially successful ones) looking to improve/change their product, production system or delivery system
economics	e1	Profit focus
economics	e1	It is usually fatal to believe everything will remain constant. Anticipating market changes and shifts is essential to remain on the leading edge
economics	e1	The ability to open, understand and balance a business checking, savings, payroll, investment, retirement, etc. account. This should include the ability to invest funds "overnight" with an online sweep account.
economics	e1	Ability to apply economic theories to business to anticipate effects of "leading and lagging indicators", changes in investment rates and yield curves
economics	e1	Students want to know how to manage their own money
economics	e1	Evaluate pros and cons of going public vs. staying private; decision to go private or decision for an lpo
economics	e1	Portfolio management overview
economics	e1	Monetary policies & currencies. Laws & norms of doing business in various countries
economics	e1	Identify avenues of raising capital
economics	e1	Develop capital structure based on cost of capital, cash flow volatility, bond covenants, & industry norms

capstone	c1	Needed experience but some HR component would be an improvement. It is an important piece.
capstone	c1	Some discussion of business valuation methods and analysis
capstone	c1	some discussion of acquisition vs. organic growth with cost analysis
capstone	c1	Trends, tendencies, industry averages and statistical probabilities are important to your banker and should be important to the business owner.
capstone	c1	Managing customer expectations
capstone	c1	Learn basics of strategic thinking i.e. developing planning strategies, reacting and changing to your environment, customers and competitors.
capstone	c1	Exit competencies: performance in a simulation should take care of it - good idea
capstone	c1	Combining and applying coursework prior to taking a capstone. Confidence in course competencies and their application to the workplace
capstone	c1	Globalize it
personal growth	pg1	1. self 2. projects 3. team members 4. product 5. employees
personal growth	pg2	Strong work ethic
personal growth	pg2	Honestly evaluate. How to set criteria for evaluation and then do it.
personal growth	pg2	Tolerating diversity
personal growth	pg2	Professional judgement

personal growth	pg2	Honesty/integrity
personal growth	pg2	Framework by which to evaluate ethical decisions. Compare to theory or compare to what is actually happening.
personal growth	pg3	Individual thinking and self learning
personal growth	pg3	Listening and persuasion skills basics of professional selling
personal growth	pg3	Tie this talent to other class work - collaborate
personal growth	pg3	communication, verbal, written, presentations - selling ideas, managing politics
personal growth	pg3	Building and working in teams
personal growth	pg3	Demonstrate effective teamwork and be able to overcome team issues
personal growth	pg3	Proper citation method
personal growth	pg3	Ability to present the final project as well as provide a written document, preferably in a competitive environment with judges from industry
personal growth	pg3	Develop people skills...active listening, respectful interface, cross-fun teaming, delegation, horizontal leadership
personal growth	pg3	Insure that concepts of team work are covered, that leadership is about identifying solutions not amplifying problems and issues, importance of dress and personal behavior in a buisness
personal growth		Understand business value of diversity
personal growth		Innovation/Design - employ customer focused creative design process to meet customer business need, employ creative design in strategic factual planning activities.

technical	t1	The objective of this class should be training students to understand cross functional inter-relationship of business information systems and be able to communicate information needs to technical personnel.
technical	t1	Gear toward benchmark
technical	t1	Inter-relationship of HR and technology
technical	t2	Ability to apply the Microsoft office suite effectively
technical	t2	excel competence - to organize data, graphics
technical	t2	understand spreadsheets, how to prepare them, what should go into them
technical	t2	use excel or stat software to perform basic data summary and exploration and inference and slice/dice data sets
technical	t3	The importance of managing electronic data
technical	t3	the security of their data - on site or while traveling
technical	t3	Decision support/expert systems/business intelligence
technical	t4	It is important to know that systems need to have the ability to speak to each other and provide what is needed.
technical	t4	Life cycle (shelf life) of technology - during course of install, will technology be obsolete?
technical	t4	Should be able to define reports, layouts and summaries of pertinent information for various positions in the business
technical	t4	Hardware, software, database, network, internet, transaction processing

technical	t4	Relationship between data architecture and ability to achieve goals. Impact of data architecture on ability to retrieve information and ability to interface
technical	t4	Use of electronic/internet resources both internally and externally to optimize cost time savings
technical	t4	How technology can enhance their business. Enough knowledge to be part of the conversation.
technical	t5	Contracts for service third parties
technical	t5	project management
technical	t5	Project management, cost estimating, staffing, coordinating
technical	t5	System planning, developing and implementation
technical	t5	The business plan is essential and should include historical data (if any), sound and substantiated projections, start up costs and working capital needs with an understanding of capital needed from owner.
technical	t5	Include training in selection using a valuation matrix for software packages
technical		Remove ISYS 321 - too many complaints of value
technical		Information integration and the interdisciplinary nature of business decision making, happens to be the most important concepts our students can learn, whether or not it involves computer technology.
numeracy	n1	Apply principles of statistical inference process of inference situation - explanation inference estimation - data - hypothesis testing
numeracy	n1	apply principles of data distributions and modeling distributions and problem distributions. Select, construct, interpret, mold data distributions numerically and in context
numeracy	n1	Select design and apply basic sampling method. Apply sampling principle.

numeracy	n1	Understand what the statistics mean as a prelude to possible solutions and decision making
numeracy	n1	Important to know what sample sizes are statistically significant in using samples to analyze and correct problems
numeracy	n1	Select, construct, interpret, basic statistical charts both numerically and in context - with implications for understanding and decision making. Same for summary tables, for statistics, for life mean, for variance, for ratios, for percentages.
numeracy	n1	The focus should be on interpreting statistics used in a variety of practical applications.
numeracy	n2	Critical thinking skills beyond "rate learning"
numeracy	n2	validation
numeracy	n2	In face of construct between mental model and evidence; validate evidence, revise mental mold in face of validated evidence
numeracy	n3	Develop awareness of risk measurement & mitigation strategies
numeracy	n3	apply principles of probability and expectation to risk assessment, decision analysis
numeracy	n4	Exit competencies - being able to apply basic statistics to improve decision making, and properly interpreting data and being able to explain results (understanding and application vs. just how to calculate).
numeracy	n4	data entry & analysis
numeracy	n4	develop skill in fact-based decision making...1.key issue identification,2.data mining ,3. data assessment, 4.results analysis, 5. logical decision making
numeracy		should include ethics
legal	l1	information handling & security

legal	I1	privacy - actual vs. acceptable
legal	I1	HR policies - sexual harassment, racial/religious/ethnic, etc., disabilities
legal	I1	HR law, tax laws with emphasis on income tax preparation and the negative impact of "undisclosed earnings" are critical to this course study.
legal	I2	Professionalism, use of corporate resources, proper use of e-mail
legal	I2	Understand basic business law, consequences, and practice reading/interpreting issues involving purchasing, leases, real estate, insurance, sales contracts, e-mails, out-sourcing, Sarbanes Oxley, and dealing with in the workplace employee issues.
legal	I3	Sample lease
legal	I3	Know what a binding contract is i.e. basic contract law, what should go into a contract
legal	I3	Topics covered: various types of contracts, what is required in contracts, sales agreements, other documents to make them valid and binding, when a particular type of document should or shouldn't be used.
legal	I4	Recruitment, retention, and incentivization of employees with understanding of different motivations by generation, gender, race, ethnicity
legal	I4	Social responsibility, legal aspects of pricing, law and NGO's standards
operations	O1	Develop strategic plans & implementation tracking
operations	O1	Develop awareness of senior-level functional integration
operations	O1	How to identify, cultivate, and draw upon the expertise of excellent vendor's partners
operations	O1	A model for obsolescence of a product and forward planning to adjust to change in demand is essential

operations	o2	Purchasing strategies, services and manufacturing It's critical for a business owner to understand that typically the HR expense is the largest expense a company deals with and the impact that "benefits" have on the total compensation package. Retirement planning for the owner and employees is most commonly overlooked.
operations	o3	
operations	o4	Lean thinking class for business
operations	o4	Understand balanced scorecard concepts
operations	o4	Prepare value added maps - value stream mapping
operations	o4	Develop performance objectives...1. industry benchmarking, 2. stretch targets, 3. compensation management
operations	o4	ISO certification
operations	o4	Setting quality standards with employees and customers
operations	o4	Understand lean manufacturing, Six Sigma or S5 as important planning tools, cases demonstrating good application, and application of quality principles in all areas of the business.
operations	o4	Learning to be proactive forward - looking --- continuous improvement and anticipation of change
operations	o4	Lean principles
operations	o4	Understand control/quality issues at all 3 phases - inputs, transformation, outputs
analysis	a1	Accounting's role in the economy
analysis	a1	Accounting as an information system

analysis	a1	Accounting's rule making process
analysis	a1	Social role of accounting
analysis	a2	Students need to understand the importance of financial/internal controls to prevent fraud and theft, which has become common in the workforce
analysis	a2	In addition to a strong understanding of the accounting process, it is critical to understand the I.T. systems. A lack of understanding will give others in your industry a competitive edge and leave you wide open to fraud and theft.
analysis	a2	To be familiar with the background for Sarbanes Oxley, its intent, and business implications
analysis	a3	Students need to gain a bottom line perspective from accounting and finance and understand how various activities/events effect and apply
analysis	a3	Ability to read/critique a sophisticated balance sheet
analysis	a3	The preparation and use of financial statements is critical but largely misunderstood and under utilized. A small percentage of business owners are able to accurately and adequately complete a personal financial statement.
analysis	a3	To understand the difference between profit and income and return on investment
analysis	a3	Components of financial statements
analysis	a3	A focus on cash flow and financial statement analysis is essential. It seldom matters how good someone is at producing a product or delivering a service if they don't understand the "accounting" aspects of their business.
analysis	a3	Ability to either create, or review, interpret and utilize standard financial reports
analysis	a3	Trace cash flow statement to good/bad performance & decision making
analysis	a3	Ability to read and understand each item on an income and balance sheet

analysis	a3	Understanding how to read financial statements(P&L's, balance sheets) i.e., the significance of key numbers on the success of a business - what they indicate and how to react to them.
analysis	a3	Using financial statements...1. describe firm's health (profitability, liquidity, market cap, etc.), 2. identify cost structure and benchmark to industry
analysis	a3	Students do not need to be trained in bookkeeping but they do need basic understanding of accounts and interrelationships
analysis	a3	Development of pro-forma statements before/after business change
analysis	a3	Analysis of financial data
marketing	m1	Lead generation
marketing	m1	Balancing 4 P's in competitive strategy
marketing	m1	Results focused
marketing	m1	Market research should include a thorough "testing"
marketing	m1	Exit competencies - being able to apply core concepts to develop basic marketing plan or oversee the development and execution of individual components of a larger plan.
marketing	m2	Marketing analytics
marketing	m2	Prepare comparative assessments of product positioning (i.e. 4P assessments)
marketing	m2	Prepare demand side perceptual maps
marketing	m2	Perform SWOT on their own

marketing	m3	Conduct market research at various budget levels - secondary & primary
marketing	m3	Develop a marketing plan to support a business plan and demonstrate ability to implement & control while remaining flexible
marketing	m3	Market scanning
marketing	m3	Demonstrate understanding of and ability to implement an integrated marketing communications plan
marketing	m4	Prepare demand side sales forecast
marketing	m4	Prepare marketing capital & expense budgets & link to expected share/profit outcomes
marketing	m4	Develop share-taking or profit-taking marketing strategies
marketing	m4	Project 4P decisions to expected share/profit outcomes
quantitative	q1	Identify segment (business unit) contribution margins
quantitative	q1	Accountability, division of responsibilities, and dual controls concepts are important
quantitative	q2	Identify embedded & marginal cost-of-capital
quantitative	q2	Conduct investment analysis: 1. breakeven, 2. NPV, 3. EVA
quantitative	q2	Prepare long-term capital budget
quantitative	q2	Be able to budget, forecast, understand and apply concept or ROI to all major decisions

quantitative	q3	Students must be able to do a budget and make future projections
quantitative	q3	Budgeting, both production and SG&A techniques and methods
quantitative	q3	Understand short tem/long term goals, decision making and spending/not spending, how to properly budget for the year with realistic goals.
quantitative	q3	Understanding of budgets, including each budget line item, fixed versus variable accounts, and the ripple effect of over/under expenditures on the total budget.
quantitative	q3	Prepare budget/actual exception reports
quantitative	q3	Prepare risk-adjusted sale forecast for cash management
quantitative	q4	Utilize knowledge to do accounting for a small business, or use to make financial decisions for a small business
quantitative	q4	Accounting for manufacturing processes
quantitative	q4	Cost analysis and control
quantitative	q4	accounting and decision making
quantitative	q4	to be able to competently bid projects, services, etc., weigh the pros/cons, compare apples to apples
quantitative	q4	Courses that help students use information to make decisions such as Decision Analysis, Risk Analysis
internship		Valid work experience related to their intended major - preferably soph. junior year
internship		Valid work experience with demonstratable outcomes

)
internship Valid work experience preferably international in scope

internship Make a real product

internship Internship critical - require

internship Internship should be part of new business core

internship Make internships mandatory in every program. Follows mission of COB & University

COB Core Faculty Focus Group Participant Kit

Focus Group:	Selected Core Faculty
Place:	BUS 323
Time:	November 9, 11:00 to 11:50 AM
Sponsor	Core Appraisal Team
Contact	Susan K. Jones
Facilitator	Michael Cooper
Recorder	Terri S. Cook

Items Enclosed

- Participant Welcome (8) (Mike)
- Participant Questions (8) (Mike)
- Participant List (1) (Susan)

Items on Site

- Name Tags (8) (Not needed)
- Tape Recorder (2) (Terri S. Cook)
- Pencils (8) (Terri S. Cook)
- White board, chalk board or overhead (1) (Terri S. Cook)
- Refreshments (Susan)

Core Appraisal Focus Group

Welcome

Thank you for your participation in this focus group. Through this forum you and our colleagues will help guide the Core Appraisal Team in deciding how to evaluate and inform improvement recommendations for the COB Core.

As you participate, please keep in mind that:

Expectations

- You will encounter several key questions
- The session is expected to last about 50 minutes
- Your recorder will digitally record the session and hand record salient comments during your session (to assist with accurate data analysis)
- Your group facilitator will focus your discussion and ensure normative disclosure and dialogue

Norms

- We want everyone's informed ideas and thoughts – so give yours and leave room for others
- We want diversity of opinions - not consensus
- Give your best thinking – whether wild or mild or inbetween
- There are no right or wrong ideas here – all ideas will be respected
- Enjoy humor – but not at the expense of anyone or anyone's ideas

Identity

- Please identify yourself during the focus group introductions, using only your first name or a nickname.
- Your identity will be kept anonymous in all published results of the focus group.

Core Appraisal Focus Group Concept

The current COB core is undergoing an APRC review. APRC demands that the review be informed through interrogation of key program stakeholders including students, alumni, employers, faculty, and others. Each stakeholder will provide informing data through response to surveys, interviews, and focus groups and other methods.

The purpose of this focus group is not to evaluate the core but identify key questions with which the Core Appraisal Team should interrogate particular stakeholder groups.

Core Faculty Focus Group Participant Questions

FOCUS QUESTION

What questions would you ask in order to judge and evaluate the relevance of the FSU business core?

Dialogue Questions

1. What key questions would you ask?
2. What understanding or decision about the core would your questions inform?
3. To whom would you address your questions?
4. What priority/weight would you attach to your questions/respondents?

Core Course	Core Faculty Reps
ACCT 201	Rod Michael – BUS 307 / MWF 10-10:50 and MW 3-3:50
ACCT 202	Steve Jakubowski – BUS 324 / TR 8-9:30 and 1:30-3
¹ BUSN 499	CJ Bolling – BUS MW 2:30-4:30 Steve Lyman – BUS 351 / TR 1:15-3:15 Ann Gilley – BUS 350 M 10-noon and 3-4 and WF 11:30-noon Don Jackson – BUS 343 / TR 2:45-4:15 and R 10:45-noon Spence Tower – BUS 374 / MW 1-3 Chuck Wolgomott – sabbatical leave
BLAW 321	Gayle Lopez – BUS BUS 358 / M 2-3 and WF 9:30-10 and 11-noon John Vermeer – BUS 364 / TR 8:30-9:20 and 4:20 -5:10
FINC 322	Vivian Nazar – BUS 374 / MW 2-2:50 and 4:14-5:05 John Fairbanks – BUS 346 / MW 2-4 and TR 3-4
ISYS 321	Hal Palmer – BUS 352 / MWF Noon-1 and M 10-11 Warner Myntti – BUS 336 / MWF 11-11:50 & M 3-3:50
MGMT 301	Ann Gilley – BUS 350 M 10-noon and 3-4 and WF 11:30-noon Spence Tower – BUS 374 / MW 1-3
MGMT 370	Steve Lyman – BUS 351 / TR 1:15-3:15 Dave Marion- BUS 370 / MSF 10-11 and W 2-3
MKTG 321	Laura Dix – BUS 354 / MW noon-2 Ahmed Mekky – BUS 372 / TR 3-4 and M 11-3
STQM 260	Elies Kouider – BUS 328 / TR 5:45-6:15 and W noon-3 Nate Tymes – BUS 328 / MWF 9-10 and T 12:30-1:30

¹ Recommend considering a separate focus group for 499 faculty because, by teaching the COB capstone they teach from a more “holistic” vantage point as compared to those of us teaching other core courses.

November 13, 2006

Dear Core Appraisal Team Members:

We had a very successful focus group on Thursday, November 9 with eight faculty participating. They represented nine core classes; the tenth, BUS 499, will be covered by personal interviews to be conducted by Mike Cooper and Susan Jones.

I am sending you this narrative for discussion at our next meeting. Note: if we are meeting Tuesday at 9:30 a.m., I will be at 616-458-0305; please call me.

The Focus Question was: "What questions would you ask in order to judge and evaluate the relevance of the FSU business core?"

Dialogue Question #1 – What key questions would you ask?

The participants began with a series of suggestions that seemed internal in nature – questions we would ask our fellow faculty, our students, and/or each other. These included:

- What is the relevance of topic areas?
- Who decides content
- Is course content standardized within the COB?
- Is it standardized in regard to what is taught at other universities?
- What are the outcomes/competencies for the core?
- Compared to other universities?
- Are they relevant?
- Are competencies used by all professors, and are they published?
- Are these the right outcomes?
- Do our pre-requisites make sense
- Does level of independence increase with student level (question gets to whether higher level skills are expected in higher level courses, based on what was learned earlier)
- Do courses build on one another
- Are there common experiences expected of students
- Are there redundancies within the core, and if so are they appropriate, or inappropriate

The participants' suggested external questions, to be aimed at alumni and employers, were:

- What do you wish you would have been taught – were there gaps?
- What did you get that made you competitive? Keep the stuff that worked.
- Be sure to survey different cohorts – survey alumni at different levels and years out
- What are the expectations of a business graduate over general college graduates?
- How important is/are internship(s)
- Quality
- Do internships need to be for credit, or not?
- How important are team skills?

- What do you wish you had been taught?
- What are the problems of recent grads – FSU vs. other schools?
- What are we providing versus what people in the work force need
- Are our students getting sufficient international exposure?
- Does this core have a central focus?
- Who takes (should take) the core?
- Is the minimum average of 2.0 in the core high enough?
- What are other successful schools doing (regarding the core)?
- Should the core be offered online?
- Is a grad school track (requiring higher math, etc.) needed?

Dialogue Question #2 – What understanding or decision about the core would your questions inform?

The group said that the question of CONSISTENCY would be answered by the internal questions above.

The group said that the questions of RELEVANCE, RESPONSIVENESS, DEPTH OF KNOWLEDGE OF GRADUATES and SKILL SETS ACROSS VARIOUS LEVELS OF EMPLOYMENT (FLEXIBILITY, VERSATILITY) would be answered by the external questions above.

Dialogue Question #3 – To whom would you address your questions?

Note: the group wanted to make sure we gave people who are asked these questions a copy of the current core to use as a starting point.

Address questions to:

- Students
- COB Faculty and Faculty across campus
- Employers/Internship Employers
- Alumni – recent and seasoned alums
- Advisory Groups
- Successful Institutions (talk with department heads)
- Head Hunters

Dialogue Question #4 -- What priority/weight would you attach to your questions/respondents?

1. Employers/advisory groups
2. Older alums.
3. New alums.
4. Students – relative to correlation
5. Interns
6. Faculty

An additional comment: For students to get their classes in a specified order we need:

- Lock step check lists and mandatory advising

Susan K. Jones

Professor of Marketing

Ferris State University

Ferris phone: (231) 591-2468

Home office: (616) 458-0305

Home fax: (616) 458-3701

alternate e-mail: sjones9200@aol.com

Dear Core Appraisal Team members:

We had an excellent focus group today. Below are the bullet-point results. I will try to put this into more of a narrative -- and attribute each comment to the appropriate question -- before we meet next Tuesday. Terri S. Cook also recorded the entire 50-minute session and any of you will be very welcome to listen; see her for the tape. Thanks much. Susan

Core Appraisal Focus Group

November 9th, 2006

The group:

Spence – Mgmt

Hal – CIS

Nate – Stats

Warner – CIS

Teresa K. – Acct.

Laura – Mktg.

Gayle – Law

Vivian – Finc

Susan – Facilitator/Mktg.

What key questions would you ask?

Internal

What is the relevance of topic areas

Who decides content

Standardized – FSU

- other universities

What are the outcomes/competencies

Compared to other universities

Are they relevant

Are competencies used by all professors, and are they published

Are these the right outcomes

Do pre-requisites make sense

Does level of independence increase with student level

Do courses build on one another

Are there common experiences expected of students

Are there redundancies, are they appropriate

***The above questions go to consistency

Alumni & Employers

What do you wish you would have been taught – were there gaps

What did you get that made you competitive – keep the stuff that worked

Different cohorts – survey alumni at different levels and years out

What are the expectations of a business graduate over general college graduates

How important is internship

Quality
Credit or not
Team skills

What are the problems of recent grads.

FSU vs. other schools

What are we providing vs. what they need

Are they getting international exposure

Does this core have a central focus

Who takes the core

Minimum average – is it high enough

What are other successful schools doing

Should the core be offered on-line

Is a grad. school track needed

***The above questions go to relevance and responsiveness

Depth of knowledge

Skill sets across varied employment – flexibility, versatility

Who should be asked these questions

Give them our current core to use as a starting point

Students

COB faculty – faculty across campus

Employers – internship employers

Alumni – recent alums., alums. that have been out a while

Advisory Groups

Successful Institutions – ask department heads

Head Hunters

What priority/weight would you attach to your questions/respondents

1. Employers/advisory groups
2. older alums.
3. new alums.
4. students – relative to correlation
5. interns
6. faculty

For students to get the classes in a specified order we need:

Lock step check lists

Mandatory advising

Susan K. Jones
Professor of Marketing

Ferris State University

Ferris phone: (231) 591-2468

Home office: (616) 458-0305

Home fax: (616) 458-3701

alternate e-mail: sjones9200@aol.com

College of Business

Exit Competencies Project – Core Courses

Purpose

The purpose of COB assessment is to promote and support continuous improvement of COB learning outcomes – including demonstrable outcomes associated with student acquisition of knowledge and skills as well as more esoteric outcomes associated with transformative learning.

Scope

The current scope of COB assessment includes identification and development of core course competencies and development and deployment of assessment strategies that lead to improvement of students learning. Competencies based outcomes that leaves room for other teaching philosophies to flourish – like transformative learning and self-directed learning; assessment of advising, assessment of other learning support systems). Assessment will proceed at multiple levels including course, program, and organizational.

Principles

The basic principles under which COB assessment will move forward include (a) learning is the primary business of the COB; (b) COB faculty share collegially the responsibility for ownership of learning objectives, course content, teaching practices, as well as assessment and related improvement efforts; (c) focus on incremental and innovative improvement of learning objectives, course content, teaching practices, and learning outcomes; (d) faculty accountability through published reports depicting levels of learning, ensuing improvement changes, and subsequent assessment improvement effectiveness.

Exit Competency Ownership

Ownership of the core course competencies rests primarily with the core course faculty groups which developed the competencies listed herein. Of course that ownership extends throughout the COB as we are in the student-learning business together.

Exit Competencies

The current focus of COB assessment is the articulation of core-course exit competencies. Exit competencies should serve upstream as course design criterion; mid-stream as student learning objectives; and down stream as the basis for assessment of terminal learning and subsequent improvement of teaching practice and thereby future student learning.

Effective competencies provide direction to core faculty for course content design, instructional design, as well as the assessment and improvement of both. Competencies also provide direction to students adopting or adapting learning expectations and provide a basis for assessment of their learning.

At the front end, the competencies should link directly to the course description and outline - thereby providing direction to core faculty and students. At the back end, the competencies should link back to instructional design and teaching practice to support effective assessment and subsequent improvement change.

The set of competencies of a given core course should embody significant knowledge, skill, or attitude the demonstrated proficiency of which can be reasonably expected of every COB graduate – irrespective of major. Each competency should be demonstrable in the sense that it should:

- (a) specify knowledge, skill(s), or attitude(s) along with observable behaviors by which the learner is expected to demonstrate proficiency
- (b) support specification of the conditions under which the learner is expected to demonstrate proficiency
- (c) support specification of the criterion or standard(s) by which the level of possession is to be gaged. Furthermore, each competency should map to a level within Bloom's taxonomy appropriate to undergraduate education.

The final set of competencies should reflect about 40 to 60 percent of the course content/process – leaving room in the course to address remediation, enabling competencies, topics of special interest like those required of majors but not necessarily non-major, and other significant forms of learning such as transformative learning. The final set should also provide general and specific course directions for core course faculty – reflecting shared understanding and agreement among those faculty. Finally the competencies should support improvement of learning by being linkable to learning drivers.

Desired Exit Competency Characteristics

- Current state – not future state
- Aligned to stated course description and objectives
- Reflect shared understanding and agreement among course faculty
- Significant share of course content – but not whole course
- Expectations for all COB graduates – not merely majors
- Exit competencies – not enabling competencies
- Specify content / process in terms of knowledge, skill, attitude
- Specify expected demonstrating behavior
- Demonstrable – at course completion and at graduation
- Support improvement i.e. linkable to learning drivers

Current Project Status: The current status of articulation is shown in the following table. Articulated competencies are shown on subsequent pages.

Core Entity	Status
COB CORE	Completed 2007
ACCT 201	Completed 2004
ACCT 202	Completed 2004
BLAW 321	Completed 2007
BUSN 499	Completed 2004
ECON 221	Completed 2004
ECON 222	Completed 2004
FINC 322	Completed 2004
ISYS 321	Completed 2004
MGMT 301	Completed 2004
MGMT 370	Completed 2004
MKTG 321	Completed 2004
STQM 260	Completed 2004

Graduates completing the **College of Business Core** are expected to demonstrate the following core outcomes:

- Assess industry and market attractiveness
- Develop and execute integrated enterprise-level, SBU-level, and functional-level strategic plans and business decisions
- Assess impacts and competitive implications of routine market dynamics
- Prepare fact-based enterprise-level and SBU-level operational and financial proforma
- Assess a firm's key competitive strengths and weaknesses
- Perform effectively in a collaborative setting given real-time competitive pressures
- Compete ethically
- Develop a sales force
- Assess the attractiveness of a firm's stock
- Conduct a portfolio analysis of the firm
- Make decisions with incomplete data/information
- Risk adjust decisions

ACCT 201

Any COB student who passes ACCT 201 is expected to:

1. Explain and illustrate with examples the purposes of accounting, accounting functions in business, and Generally Accepted Accounting Principles
2. Describe and apply accounting methods as orderly means of classifying, summarizing, and presenting useful economic mass data
3. Explain and exemplify the ways in which accounting principles, concepts, standards, and procedures compose the basic language of business
4. Express and give examples of elementary accounting principles, concepts, standards, and procedures used to measure the results of business efforts
5. Explain and give examples of the value of accounting for management, investors, government, and the general public

ACCT 202

Any COB student who passes ACCT 202 is expected to:

1. Explain and illustrate with examples ways in which accounting systems and statements support management decisions regarding present and future operations
2. Describe and apply basic managerial accounting methods to support management decisions regarding present and future operations
3. Explain and exemplify basic methods of managerial accounting, profit planning, flexible budgets, segment reporting, profitability analysis and decentralization, capital budgeting
4. Articulate and illustrate with examples the basic principles of cost behavior and the cost-volume-profit relationship as well as job-order costing, process costing, variable costing, activity based costing, and standard costing, service department costing
5. Prepare and analyze statements of cash flows and financial statement analysis

BLAW 321

Any COB student who passes ACCT 202 is expected to:

1. Understand, be able articulate and apply the rules of common law contract formulation and execution i.e. solve problems through the application of the rules of contracts to case problems.
2. Know which type of contracts fall within the Statute of Frauds and must be evidenced by a writing to be enforceable i.e. identify situations, through the use of case problems, in which writing is required.
3. Understand the affect of a breach of contract and the types of remedies a party might obtain i.e. recognize a breach and apply appropriate remedies to case problems.
4. Understand third party rights to contracts including what duties under a contract may be assigned and or delegated i.e. identify intended third parties and explain and apply the rules of assignment and delegation to case problems.
5. Understand the differences in contract formation between common law contracts and contracts for the sale of goods under Article two of the Uniform Commercial Code i.e. apply UCC rules to problems involving the sale of goods.
6. Understand contractual warranties that might be given in the sale of a good as well as the concept of products liability i.e. when presented with case studies, identify what warranties apply and the liabilities that the seller might incur.

6. BUSN 499

Any COB student who passes BUSN 499 is expected to:

1. Assess industry and market attractiveness
2. Develop and execute integrated enterprise-level, SBU-level, and functional-level strategic plans and business decisions
3. Assess impacts and competitive implications of routine market dynamics
4. Prepare fact-based enterprise-level and SBU-level operational and financial proforma
5. Assess a firm's key competitive strengths and weaknesses
6. Perform effectively in a collaborative setting given real-time competitive pressures
7. Compete ethically
8. Develop a sales force
9. Assess the attractiveness of a firm's stock
10. Conduct a portfolio analysis of the firm

ECON 221¹ and ECON 222¹

Any COB student who passes ECON 221 and ECON 222 is expected to:

1. Articulate and apply the general principles which govern the operation of the competitive market system
 - a. To describe how markets determine prices
 - b. To predict whether, and how, prices will change in response to exogenous events
 - c. To predict the effect, of direct government intervention in markets, on price and output

2. Articulate and apply the general principles which explain the determination of domestic output, income, and employment
 - a. To describe how actions by households, business firms, government, and the rest of the world combine to determine the economy's output
 - b. To describe the relationships between domestic output and the rates of unemployment, inflation, and economic growth
 - c. To explain the government policies used to influence economic aggregates, and anticipate their likely effects

¹ While ECON 221 and Econ 222 are not officially in the COB core, the ECON faculty wanted to participate in outcomes development – so their work is included. The listed competencies were developed with a focus on fulfilling the GE status of these two courses.

FINN 322

Any COB student who passes FINN 322 is expected to:

1. Apply relevant financial ratios to assess liquidity, debt management, asset management, and profitability of a company
2. Apply time-value of money to evaluate securities, estimate risk and rates of return, estimate a corporation's cost of capital and apply capital budgeting techniques to evaluate and select investments
3. Explain how and why operating and financial leverage can affect a corporation's level of risk and profitability and apply financial forecasting to determine if external funding is required to finance a business
4. Apply working capital management concepts to manage the current assets and current liabilities of a firm

ISYS 321

Any COB student who passes ISYS 321 is expected to:

1. Evaluate the role of information systems in today's competitive business environment.
2. Analyze the role played by the six major types of information systems in organizations.
3. Evaluate the role of information systems in supporting various levels of business strategy
4. Explain how Internet technology has transformed organizations and business models.
5. Identify the hardware components in a typical computer system and their role in processing information.
6. Identify important issues in the management of organizational software assets.
7. Describe how a database management system organizes and manages information.
8. Identify the principal telecommunications applications for supporting electronic commerce and electronic business.
9. Identify the features of the new information technology (IT) infrastructure and important connectivity standards.
10. Understand the value of managing change.
11. Analyze the change management requirements for building successful systems.
12. Assess the importance of knowledge management in contemporary organizations.
13. Enhance management decision making.
14. Evaluate the special measures required to ensure the reliability, availability, and security.
15. Analyze the relationship among ethical and social impact of information systems.

MKTG 321

Any COB student who passes MKTG 321 is expected to:

1. Define marketing and explain the importance of discovering and satisfying customer wants and needs.
2. Describe the strategic marketing process and its three key phases: planning, implementation and control.
3. Distinguish between marketing mix elements and environmental factors.
4. Explain how market segmentation, targeting, and positioning can create competitive advantage.
5. Recognize key characteristics of organizational buying that make it different from consumer buying.
6. Describe the elements of the marketing mix (product, price, place (distribution) and promotion) and how they fit into a comprehensive marketing plan.
7. Describe the elements of the promotions mix (advertising, sales promotions, public relations, personal selling, and direct marketing) and how they are coordinated to create integrated marketing communications.

MGMT 301

Any COB student who passes MGMT 301 is expected to:

Demonstrate understanding of management and the interrelationships of the various business functions:

1. Display a working knowledge (skills) of the functions (fundamentals) of a manager – planning, organizing, leading, and controlling
2. Display a working knowledge of the impact of the environment upon the application of the functions of a manager – external, internal, and international.
3. Display the ability to make rational decisions in all areas comprising the management functions
4. Display understanding that a business is a system – that the management functions and business functions are inter-related

MGMT 370

Any COB student who passes MGMT 370 is expected to:

1. Describe and provide examples of what capacity is and how a company's capacity impacts performance
2. Explain and cite examples of how process selection impacts output volume, flexibility, and costs
3. Express and give examples of the basic concept of lean production
4. Express and cite examples of the impact quality has on company performance and current practices required in industry
5. Explain and exemplify the role of inventory within the supply chain and practices used to control materials
6. Describe and give examples of the requirements (inputs and outputs) of scheduling and the resources involved in planning
7. Explain and provide examples of the components of supply chain management
8. Identify the new technologies used in operations management to improve productivity

STQM 260

Any COB student who passes STQM 260 is expected to:

1. Describe and apply data collection strategies appropriate to specified information objectives
2. Characterize and interpret numeric data both numerically and visually in terms of location, dispersion, shape, and exception
3. Characterize and interpret categorical data both numerically and visually in terms of classes, frequencies, proportions, and other importance measures
4. Discuss and apply basic concepts of probability to random variables, probability distributions, and sampling distributions
5. Identify, construct, and interpret confidence intervals for means and proportions
6. Characterize and interpret relationships between two numeric variables (through scatter plots, correlation, and regression) and two categorical variables (through two-way tables and related percents)
7. Communicate effectively through written and/or oral presentations using appropriate technologies or other resources.

WHAT IS THE ETS?

**"The Major Field Test
In Business"**
Offered by the
Educational Testing Service (ETS)

COMPOSITION

120 multiple-choice questions,
some of which are based on
charts
diagrams
tables

The test covers areas consistent with
ACBSP's
"Common Body of Knowledge" for
Undergraduate Business schools & Programs

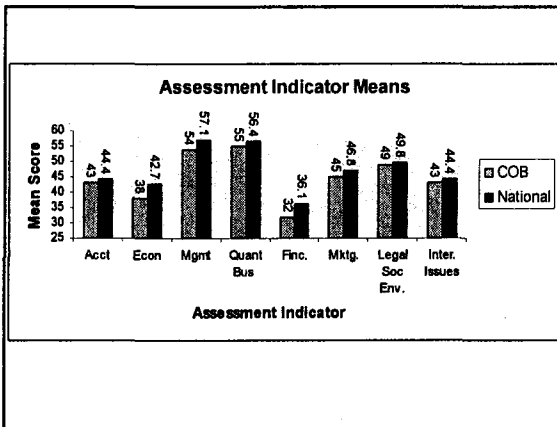
• Accounting	20 questions
• Economics	20 "
• Management	20 "
• Quantitative Bus. Anal. & Info Systems	20 "
• Finance	13 "
• Marketing	14 "
• Legal & Social Env.	13 "
• International Issues	N/A*

• *Composite topic covered in questions from
other topics

- We've offered the test since Winter '01
- On line offerings Winter '06
- Twice yearly, semester's mid-points
- Historically Administered as part of Bus. Policy class

So How's our Driving?

We're Compared
to Other Schools Nationally



FACTS ABOUT FERRIS SCORES

- The top third of our students score well
- Students don't take the test seriously
- Faculty lack awareness of the test, its administration, and its growing importance

WHAT IS THE VALUE
OF IMPROVED SCORES?

FACTS OF LIFE

- ETS scores are being used for accreditation
- External entities may well use to make decisions about our future (Spelling Report)
- The State deep deficit, as motive
- Some are calling for scores on grad's resumes
- Employers are starting to ask about
- Higher scores help recruiting and retention

SITUATION ANALYSIS

- Students don't take the test seriously
- There is faculty concern about the administration of the test
- Most of us need/want more information about the test itself
- We're close!

OBJECTIVE

Raise FSU's Scores
Above the
National Average

STRATEGIES & RECOMMENDATIONS

Recommendation One

- Inform & educate students of test & relevance
 - ...that resume sites are asking for it
 - ...that employers are asking for
 - ...that grad schools asking for it
- Beginning in FSUS 100 classes
- Do this in several 300-level classes, not just in Policy 499
- Should be referenced in all syllabi in approp. Classes
- Covered by career counselors & advisors
- Charge: all of us

Recommendation 2

- Show the relevance of courses to careers and to each other & therefore, the test
(We need to remember that while all this is apparent to us, to many students it is not)
- Begin now
- Charge: all of us

Recommendation 3

- Forward the test topics for each discipline to appropriate Depts for faculty action
- Forward sample test questions for each discipline to said Depts for faculty action
- Faculty committee to review test to assure appropriate areas are covered in classes & in tutorials
- Begin Spring '07 semester
- Charge: this committee

Recommendation 4

- Move the test dates to week ten or eleven (from mid-semester)

Purpose:

- Maximize the refresher benefits afforded by Policy and other capstone classes.
- In effect, close the time gap between the test's administration and student use of what's tested.

Recommendation 5

- Since the test is important, make it look important.
 - ...Remove it as ancillary to Policy 499
 - ...offer refresher or tutorial sessions close before the test
 - ...offer the test on a Mid-week evening
 - ...Arrange for food and refreshments after
 - ...Have the faculty show commitment and support by being there
- Begin Spring '07 Semester
- Charge: Faculty Volunteers

Recommendation 6

C O B NEEDS A POINT PERSON FOR ASSESSMENT

IN TEN YEARS . . .

**ONE THOUSAND
COLLEGES
WILL FAIL**

**WE ARE BEING
TRIED IN THE
COURT OF
PUBLIC OPINION**

**AND FOUND
WANTING**

**THE
LEGISLATURE
FEELS THE HEAT**

“...how can (our)
university system be better
structured to make the best
use of scarce dollars?”

"Are all 15
campuses needed?"

"Is the multiplicity of
programs, many of them
overlapping, warranted?"

"Michigan can't afford
the present course."
...the state (needs) an
objective study of its
university spending...

...accompanied by
a willingness to
act on it."

**DICK DeVOSS
MAY BE OUR NEXT
GOVERNOR**

**AS FOR
STUDENT
SATISFACTION
WITH FERRIS...**

**ON THE CRUCIAL
QUESTION...**

**“Would you recommend
your program to
a friend?”**

**WE’RE STILL
THE X AXIS**

RED FLAGS

- Help with career selection
- Access to instructors outside of class
- Relevance of courses to other courses
- Relevance of courses to career performance skills
- Lack of informal contact with instructors

SUCCESS MODELS

- PGM,MIM,Hospitality
- Learner-centered teaching
- Dale Carnegie
- Good to Great

TRAITS OF SUCCESS

- Commitment of Coordinators
- Required Internships
- Vibrant Student Organizations
 - a) Involved Advisors
 - b) Leadership Opps
 - c) Networking Opps
 - d) “Place Power”

Respect, Involvement, Passion

**PRECEPTS OF
LEARNER-CENTERED TEACHING**

- Content is not "taught" it is learned when it is experienced
- Student voice/input
- Self assessment
- Chunking
- Mirror neurons – we are models for learning
- *Why* assignments will work is explained
persona – mentors evince respect, involvement, passion

**INCENTIVES AND
MOTIVATORS**

REMAINING EMPLOYED

PERSONAL DEDICATON

**KNOWING THE SCORE =
WANTING MORE**

MORE TANGIBLE INCENTIVES

- Encourage students to be vocal about their satisfactions/dissatisfactions to Dept Heads/Dean
- Certificates awarded by Dept Heads/Dean for evidence of trait implementation
- These should carry significant weight in Promotion & Merit Applications and in Post Tenure Reviews

**MORE CONCRETE,
TANGIBLE INCENTIVES**

**MORE CONCRETE, TANGIBLE
INCENTIVES**

- "Narking." Encourage students to be vocal about their satisfactions/dissatisfactions to Dept Heads/Dean
- Certificates awarded by Dept Heads/Dean for evidence of trait implementation
- These should carry significant weight in Promotion & Merit Applications and in Post-Tenure Reviews

**CONCRETE, TANGIBLE INCENTIVES
(continued)**

- Encourage registered student organizations and majors – accounting, advertising, etc – to have annual “teacher of the year” awards
- These too should carry significant weight in promotion & merit and post-tenure apps

**C.O.B. SCORES
SHOULD BE
REPORTED AND
DISCUSSED
ANNUALLY**

People who rest on their
laurels are wearing them
in the wrong place.

Report from the Planning Leadership Team
March 24, 2007
Our Assignment

Key Objectives

- A strategic plan that pulls together existing action planning and moves the College forward in prominence and perceived quality and value of programs
- An in depth understanding of how well the College is performing; well-defined expectations and regular review process identifying areas to be evaluated and standards to be met, creating continual accountability and improvement
- Promote focus on the College's mission, vision, and values as an integral part of what we do at the COB
- Facilitate an environment that fosters and demonstrates professional and ethical behavior

Timeline:

- General timeframe September '06 to June '07
- 'Report out' to faculty/staff at January '07, and April '07 COB Meetings

Team Membership:

Clyde Hardman
Maureen Heaphy

Liz Spedoske
Spence Tower

Kathleen Vandemark

Dave Nicol/Process Consultant

John Hare/External Stakeholder (COB Leadership Advisory Board)

Dan Dersheim/External Stakeholder (COB Leadership Advisory Board)

Process Expectations:

- Formalize the **process** for articulating and communicating the strategic direction of the College
- Identify specific **performance means** for assessing and demonstrating that the College is achieving its objectives, and continues to address changing business, educational, and stakeholder needs
- Develop a system using key processes and existing infrastructure to **support and communicate** the College's mission, vision, and values to its stakeholders
- Develop a College of Business Code of **Conduct/Ethics for students, faculty and staff.** Establish a formal communication process that provides information on a regular basis, allows for reinforcement, feedback, and the identification of key issues

Deliverables:

- Articulated Strategic Plan for the College of Business – process for supporting the plan, and for soliciting feedback from stakeholders (Fig 1 & 2 and Table 1 & 2)
- Annual timeline/schedule of activities associated with planning that incorporates college, Academic Affairs, and University requirements (included in Fig 1)
- Evidence that we are competitive and continuing to improve (included in Fig 1)
- Suggestions on how to make the College mission and values something we believe in and use for guidance (Values addressed on p: 6. Mission may be addressed in Strategic Planning)
- A written Code of Conduct/Ethics (Values p: 6 highlight code of conduct/ethics)

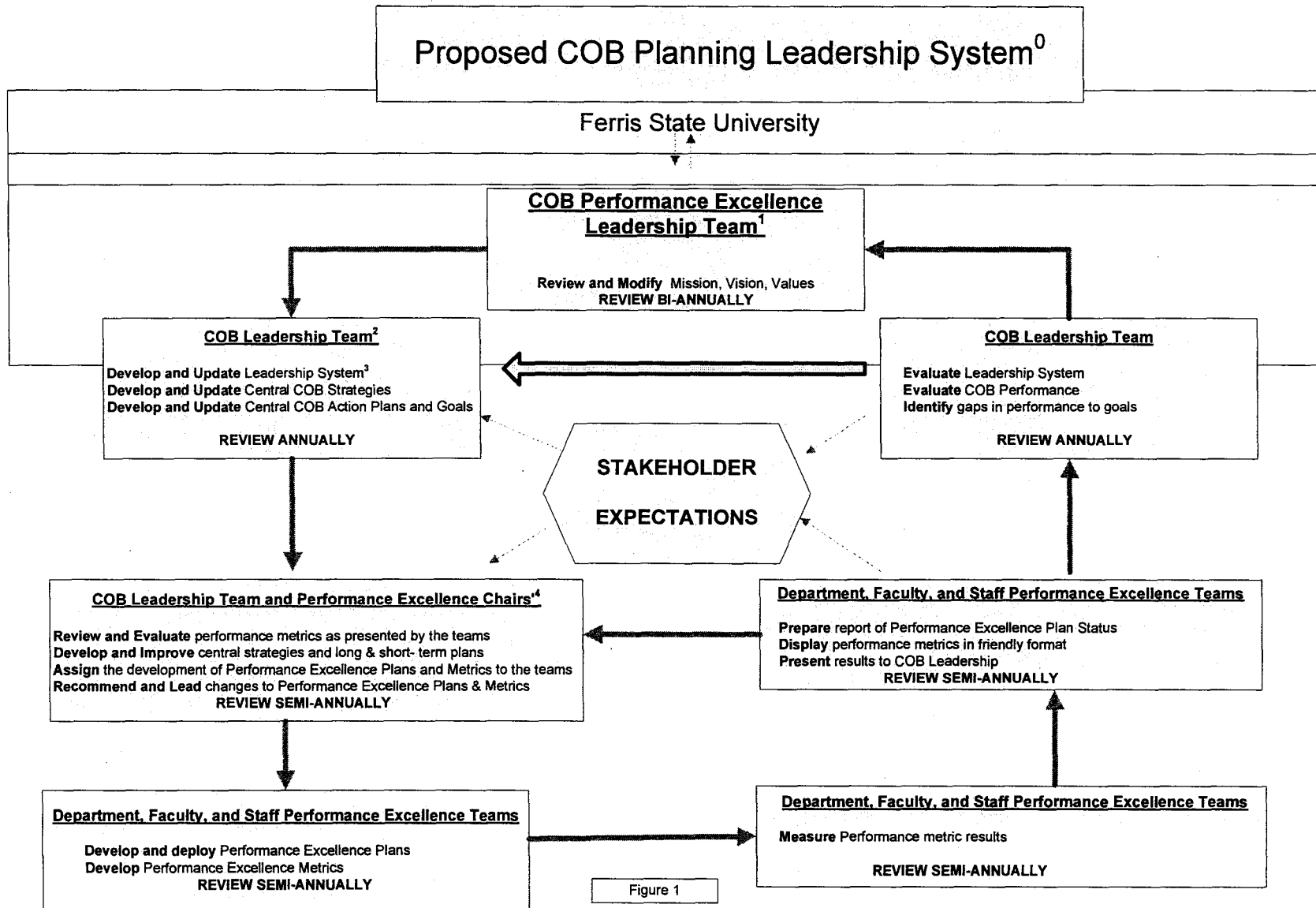


Figure 1

⁰ See ACBSP Standards and Criteria 2: Strategic Planning
¹ See Table 1 for list of members
² See Table 2 for list of members
³ See ACBSP Standards and Criteria 1: Leadership
⁴ See Figure 2 for list of Performance Excellence Teams

*Figures 1 & 2 are modification of work done by a previous team. Their work was reviewed and felt to be on target for today's needs.

9/6/2007

Position	Name
Dean	Dave Nicol
Assistant Dean	Van Edgerton
DH/Chair Management	Bill Boras
DH/Chair Marketing	Mike Cooper
DH/Chair AFIS	Jim Woolen
DH/Chair SEHM	Matt Pinter
Faculty Rep.	
Faculty Rep	

Table 1 COB Performance Excellence Leadership Team

The two faculty representatives will be elected after self nomination. All faculty members (full and part time) may vote. This is a two-year commitment.

Position	Name
Dean	Dave Nicol
Assistant Dean	Van Edgerton
DH/Chair Management	Bill Boras
DH/Chair Marketing	Mike Cooper
DH/Chair AFIS	Jim Woolen
DH/Chair SEHM	Matt Pinter

Table 2 COB Leadership Team

Performance Excellence Teams

DRAFT

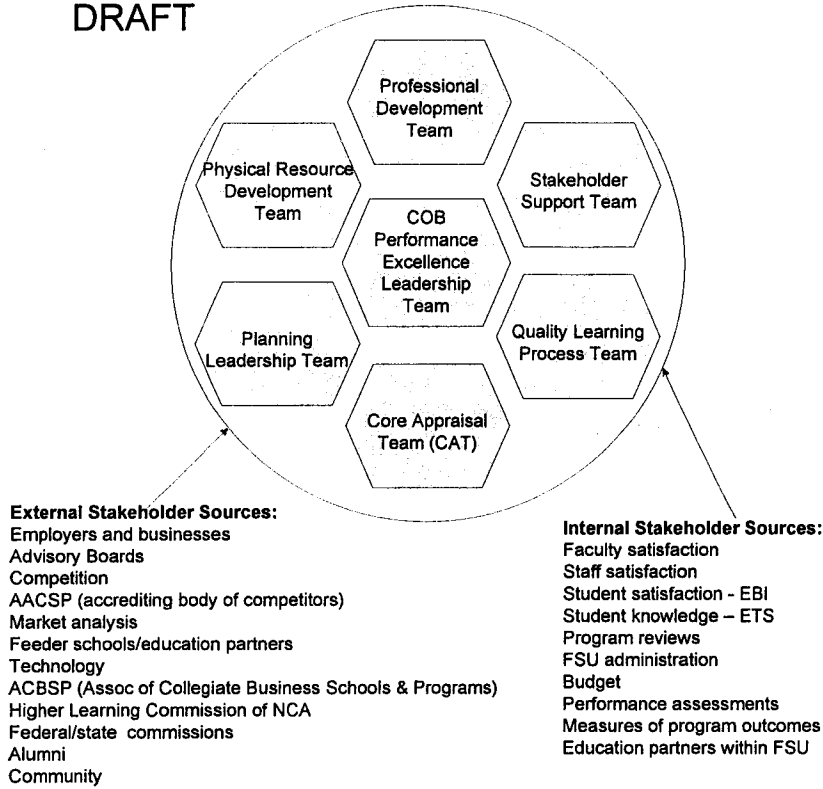


FIGURE 2

Communication of our Values

Values embraced by the faculty, staff and students of the College of Business

1. **Learning:** We value the development of competency through active learning. We believe opportunity, relevance and engagement are central to learning effectiveness.
2. **Respect:** We value others and endeavor to treat them with dignity, respect, and equity, focusing on the development of constructive and collegial relationships.
3. **Diversity:** We value diversity and strive to realize its synergistic benefit.
4. **Integrity:** We value high standards of professional and ethical conduct. We will do the right things, in the right ways, for the right reasons.
5. **Excellence:** We value excellence, expecting it of ourselves and of those with whom we interact.
6. **Change:** We value change for the vitality it can yield, acknowledging its inevitability and uncertainty.
7. **Continuous Improvement:** We value continuous quality improvement and the use of systematic performance assessment in support of all that we do.

The Values will be displayed in the classrooms. This will probably be a poster size display. For faculty/staff offices there will be a display that is perhaps 8.5X11 or 11X14.

The values will be printed on the back of business cards as new cards are ordered. A design has been developed and voted on by faculty and staff, shown below.

College of Business Values

Learning Respect Diversity

Integrity Excellence Change

Continuous Improvement

VITA

a. Name

Dr. Chester J. Bolling

Rank

Associate Professor

Tenure Status

Tenure track

Teaching Experience

- *Ferris State University, Associate Professor (2004).*
- *Ferris State University, Assistant Professor (2002-3).*
 - *Instructed MGMT499 (Business Strategy & Policy) F02-3,*
 - *Instructed INTB310 (International Business) F03,*
 - *Instructed BUSN499 (Simulations-based business capstone) W03-F05,*
 - *Instructed INTB440 (International Finance) F03-F05,*
 - *Instructed MMBA710 (Balanced Scorecard) W05,*
 - *Instructed MMBA799 (Simulations-based MBA capstone) W04*
 - *Instructed MGMT488 (Advanced Strategy) F05*
 - *Instructed online BUSN499 Beta, F05*
 - *Instructed online MGMT350 Beta (Managerial Finance) F05*
- *Oakland University, Adjunct Faculty (1998-2002). Undergraduate- and graduate-level instruction in International Business and International Marketing*
- *Central Michigan University, Adjunct Faculty (1998-2002). Graduate-level certification in International Operations Management, International Marketing, International Business, Comparative Economics, and Business Strategy*
- *Wayne State University, Adjunct Faculty (1982). Provide graduate-level instruction in CAD/CAM application design*

b. Educational Background

- *PhD in International Business & International Political Economics from Wayne State University, Dec 1997.*
- *Master of Science in Administration from Central Michigan University, 1991.*
- *Bachelor of Science Degree (Psychology major, Applied Mathematics & Computer Science minors) from Wayne State University, 1973.*

c. Prior Experience not in Education

- *DTE Energy, Inc. Director of Corporate Strategy (1994-2002)*
Manage high-level, multi-disciplinary team of strategists commissioned to research and develop business strategies involving federal and state energy policy restructuring. Integrate enterprise and business-unit strategies with regulatory

strategy. Conduct international and domestic business/economic research on a wide array of issues such as market power, spot price volatility and drift, right-sizing, etc... Evaluate domestic and international merger & acquisition candidates. Prepare and deliver expert testimony before international and domestic public policymakers. Participate in federal- and state-level administrative rule-making and adjudicative proceedings.

- *Detroit Edison Company*

- *Director of Revenue Requirement (1992-1994). Managed a team of financial analysts commissioned to determine corporate revenue requirements, to evaluate business-unit economic value-added, to establish depreciation policies, to determine business-unit capital structures and cost-of-capital, to value asset divestitures, to determine working capital requirements and, to establish product/service pricing policy, etc...*

- *Manager of Marketing & Sales Strategy (1990-1992). Conduct market research. Position products and services in the market. Develop/execute advertising and sales strategies. Create various financing/contracting packages to facilitate customer purchases. Develop vendor alliance strategies to heighten product awareness and facilitate sales. Develop pricing strategies to lawfully shift fixed-charge recovery from price-sensitive segments.*

- *Senior Internal Consultant to the President and CEO (1989). With external consultant, McKinsey & Company, assessed competitive threats in international, national, and regional energy marketplaces. Co-developed a series of marketing, finance, regulatory, and operational strategies.*

- *Syndeco, Inc. Vice President of Entrepreneurial Business Ventures (1984-1989). Managerial profit and loss responsibility in high-technology entrepreneurial business ventures. Develop/execute business-unit's operating, marketing, and financial strategies. Manage customer/product research and develop/reinforce product-lines. Manage marketing and sales activities. Develop/execute acquisition and alliance strategy.*

- *Utility Technical Services, Inc. Manager of IT Consulting Services (1982-1983) Profit and loss responsibility in IT services market (data/graphics and process controls). Research relevant national and international industrial markets and develop product/service lines. Develop business plans. Obtain equity and bank financing. Manage advertising and sales activities. Develop RFP responses. Develop/execute contracts. Develop business-unit's operating & financial strategies and prepare/deliver quarterly reports to the board.*

- *Detroit Edison Company. Director, Nuclear Training (1980-1982). Manage team of instructional design specialists focused on developing/delivering courseware to nuclear construction and operations personnel. Develop/deliver technical courses and administrative courses. Advise/mentor employees enrolled*

in various programs. Prepare/deliver course lectures. Design test materials and evaluate student performance.

d. Professional Memberships

- *Invitational Member of Academy of International Business*
- *Member of International Energy Economists Association*
- *Member of American Management Association*
- *Member of Michigan Electric & Gas Association*
- *Chairperson of Michigan Utility Coalition (1996)*
- *Member of Edison Electric Institute Corporate Finance Committee (1994)*
- *Member of Society of Depreciation Professionals (1994)*

e. Professional Meetings Attended

- *Attended numerous professional meetings in recent times on such issues as, Scenario Planning, Learning Organization, Financial Derivatives, Risk Management, Market Modeling, Horizontal Market Power, etc...*
- *Attended MSU sponsored Strategic Planning & Entrepreneurial Seminar (2002)*
- *Completed FSU's year-long, Faculty Transition Course (2002-3)*
- *Attended Lilly Conference (2003 & 2004)*

f. Papers Presented

- *Presented 'Inevitable Failure of California's Electricity Market' at the 2001 Michigan Power Conference*
- *Presented 'Framework for Long-Run Market-Based Energy Public Policy' at the 2001 EPIX Conference*
- *Presented 'Market Power in Michigan's Energy Market' at the 1998 Michigan Power Conference*
- *Presented 'Convergence of Gas and Electricity Industries' at the 1997 MEGA Conference*
- *Presented 'Energy Pricing Effects on Auto Manufacturing International Growth Strategies' at the 1995 EEI Finance Conference*

g. Publications

- *Inevitable Failure of California's Electricity Market, MPC Proceedings, June 2001*
- *Framework for Long-Run Market-Based Energy Public Policy, EPIX Proceedings, Sept 2001*
- *Analysis of Market Power in the Electricity Industry, DTE Proprietary Study, 2000*
- *Code of Conduct Dynamics: Federal- and State-Level, DTE Proprietary Study, 2000*
- *Fiscal Impact of the Privatization of State-Owned Enterprises, UMI 1998*
- *Market Power in Michigan's Energy Market, MPSC 1997*

- *Convergence of Gas and Electricity Industries, MEGA 1997*
- *Energy Pricing Effects on Auto Manufacturing International Growth Strategies, EEI 1995*

h. Other Research Activity

- *Conducted grounding-research on longitudinal, cross-sectional EVA / MVA Relationships with Professor's Nazar & Vermeer (2002-3)*
- *Writing Simulations-based Business Capstone article (F05-W06 wrap-up)*

i. Consulting

- *Employed as an IT managerial consultant (1982-83)*
- *Employed as an internal managerial consultant (1989)*
- *Provided energy-related 'bridge consulting' (2002-3): 1) Horizontal market power modeling & analysis, 2) PA 141 rollout issues, and 3) Midwest energy market liquidity & associated price points*
- *Edited new edition of Prentice-Hall Business Strategy Text (2003)*
- *Provided professional consulting services during F04-W05 to provide economic rationale for 'securitizing' health care benefits, to draft legislation, and to provide related expert testimony. Reached a successful conclusion in April, 2005.*

• *Provided professional consulting services during W05 for national-level advocacy group on economic policy constructs for Social Security policy reform.*

• *Conducting pre-engagement studies with ITC, Inc. The scope of the consulting engagement is to develop a policy construct that encourages infrastructure investment in transitional (i.e. competitively restructuring) industries (F05 - ???)*

j. Professional Growth Activities

- *Significant career change from industry to academia in 2002*
- *Read tens of business & economics books (2002-5)*
- *Read hundreds of business & economics journal articles (2002-5)*
- *Deep-diving Global Outsourcing Issue (2005)*
- *Evaluated several new Strategy and International Business texts (S04 – W05) which led to selection of new texts for BUSN499, INTB 440, & MGMT488*

- *Evaluated 25-30 finance, accounting & metrics texts in developing MGMT350 custom text for 'Managerial Metrics for Decision-Making'*

k. Seminars, Training Programs, conducted for Business and Industry

- *Conducted instruct-the-instructors course in business simulations for FSU faculty (2002-3)*
- *Provided training for new BUSN 499 professor (F04)*
- *Provided coaching and start-up materials for new MMBA 710 professor (F04)*

l. Professional Presentations, Speeches

- *Made numerous technical presentations before federal and state, legislative and regulatory policymakers pertaining to energy industry restructuring (1994-2002)*
- *Made numerous technical/commercial presentations before DTE senior management and board on matters of business/regulatory strategy (1994-2002)*
- *Made numerous presentations before 3rd party senior managements and boards on strategic alliance or M&A matters*
- *Made numerous presentations to investment and commercial bankers on firm's strategic performance, project finance, etc...*
- *Made numerous presentations before industrial customers regarding service offerings, contracting, etc...*
- *Made numerous presentations before employees regarding policy, performance, etc...*
- *Co-developed and co-presented Simulations-Centered Learning Organization presentation at the F04 Lilly Conference*

m. Institutional Service Performed

- *Developed new International Business course (INTB 310)*
- *Developed new concepts-driven International Finance course (INTB 440)*
- *Played key role in developing instructor core for BUSN 499 (including coaching, development of lecture materials, testing materials, visuals, etc...)*
- *Taken-on student academic advisory role with 28-students (2003)*
- *Developed & Instructed new MBA Balanced Scorecard course W05*
- *Significantly improved INTB440 course (2004-5)*
 - *Replaced algebra-centered text concepts-centered text*
 - *Added Intl Banking Segment*
 - *Added Basil-2 Capital Adequacy Standards Segment*
 - *Reorganized entire Intl Economics Segment*
 - *Re-wrote Midterm & Final essay exams*
- *Significantly improved BUSN499 courseware and freely shared materials with all 499 faculty*
 - *Added new Capstone Intro Segment*

- *Added Fact-Based Decision-Making Segment*
- *Added Forecasting Segment*
- *Added Risk Management Segment*
- *Added Rivalry Segment*
- *Added Strategy Formation Segment*
- *Added Supply & Demand Segment*
- *Added new Deep-Dive Essay Exams*

- *Developed new MGMT488 course in Advanced Strategy*
 - *Business Modeling*
 - *Scenario Planning*
 - *Balanced Scorecard*
 - *Real Options Analysis*

- *Developed WebCT BUSN499 (W05-S05)*
 - *Conceptual design*
 - *Substantive Materials (e.g. Key-Issue Factpacks)*
 - *Exams*
 - *Complete WebCT mounting*

- *Developed WebCT MGMT350 (W05-S05)*
 - *Conceptual design*
 - *Developed new Custom Text*
 - *Substantive Materials (e.g. Key-Issue Factpacks)*
 - *Exams*
 - *Complete WebCT mounting*

- *Developing new INTB320 course in Global Logistics (S05-F05)*

- *Developing new Entrepreneurial Finance course (S05-W06)*

- *Developed new MGMT488 course (W05-F05)*

- *Contributed Special Instructional as requested*
 - *Directed five Independent Studies W05*
 - *Directing two Independent Studies F05*
 - *Instructed eight off-campus classes W04-F05*

- *Contributing member to several University or COB Committees*
 - *FSU's Disciplinary Committee (F04-F05)*
 - *BUSN 499 Faculty Steering Committee (F02-F05)*
 - *CAS International Student Advisor Selection Committee (F05)*
 - *FSU's Online Program Accreditation Committee (F05)*
 - *COB's CQI Assessment Committee (W05-F05)*
 - *Management Program Review Panel (W05-F05)*
 - *Management Faculty Selection Panel (W05)*

n. Recognition and Honors

- *Undergraduate Summa cum laude*
- *Undergraduate National Honors Society in Science*
- *Graduate National Honors Society in Business*
- *Received Honorary Membership to International Golden Key Honor Society (F04)*
- *Received Outstanding Faculty Recognition from Athletes (W04)*
- *Received overall average of 4.6+ on 'Student Assessment of Instructor Performance' (2002-5). Survey results based on all courses taught not selected courses.*

- *Received numerous appreciations letters from alumni for instructional and advisory services (2002-5)*

o. Professionally Related Community Activities

- *Prepare grant proposals for Assistance League of Southeast Michigan (2002-3)*
- *Served on Board of Directors for Condominium Association and provide management consultative services*
- *Provided consulting services to National Assistance League & Michigan Chapter on various issues (2002-5)*
 - *Membership drives*
 - *Retail scheduling*
 - *Staff recognition,*
 - *Publicity & promotional initiatives*
 - *Strategy formation*
 - *Senior officer culture*

p. Date of Current Vita Submission

September, 2005

Plans Ahead S05-W06

- 1) *Top priority is to drive research & publication activity in 2005*
- 2) *Encourage Strategic Orientation of BUSN499 Committee (e.g. Interface to COB Assessment / Accreditation, Integration of Business Modeling & Balanced Scorecard)*
- 3) *Contribute to development of new Entrepreneurship Major*
 - *Participate in Program Design*
 - *Develop New Entrepreneurial Finance Course (F06 launch???)*
- 4) *Contribute to Continuing Improvement of International Business Courses*
 - *Develop new course in Global Logistics for W06 launch*

5) Continue to contribute to COB's non-traditional instructional load

- Provide off-campus Strategy & International Business instruction (3-4 courses per year)**
- Launch Online MGMT350**
- Launch Online BUSN499**
- Provide graduate instruction as needed**

a. Full Name: Dr. Teresa K. Cook, CMA

Rank: Adjunct Professor, Full-time, temporary

Tenure Status: Non-tenure track

Teaching Experience: 7 years

b. Educational Background

High School – Ludington High School, Ludington, MI. Courses taken followed a college-prep curriculum and included advanced math classes. Graduated 10th out of 247. Member of National Honor Society. Competed at state level in both track and diving. Received John Philip Sousa Award for top musician in class.

B.S. – Accountancy – Ferris State University, Big Rapids, MI. Graduated with distinction. Completed all coursework in three years due to receiving credit by examination and carrying extra classes each quarter. Member of Forensics and Debate team placing second at national level tournament. Participated in Marching and Symphonic Band. Member of Tau Beta Sigma band sorority.

M.B.A. – Grand Valley State University, Grand Rapids, MI. General business curriculum. Degree completed in three years while working full-time.

PhD – Organization & Management - Capella University.

Additional Education:

"The Courage to Teach" book review group Spring 2003

Extensive training in computerized Manufacturing Resource Planning (MRP) systems including manufacturing and accounting information systems.

Training on various software applications including Windows, Access, and ADP payroll software

Franklin Planner Seminar

c. Prior Experience not in Education

RE/MAX of Michigan, Portage, MI

Regional Administrative Manager (11/98 to 5/01, 30 hours per week)

- Responsible for all accounting functions at regional office
- Coordination of regional reporting, monthly billing and cash receipts for 99 RE/MAX offices
- Responsible for implementing various computer systems/applications

Charter House, Inc., Holland, MI

Financial Manager (7/96 to 9/98)

- Report to General Manager for this \$13 million division of a restaurant furniture manufacturer.
- Responsible for developing several new internal financial statements.
- Developed reporting to track standard cost variances.
- Work closely with engineering and purchasing to define/correct bills of material and routings.
- Preparation of annual budget including standard labor and overhead rates.

Efficiency Production, Inc., Mason, MI

Controller (10/95 to 7/96)

- Reported to President for this \$11 million trench shield manufacturer.
- Negotiated and maintained all corporate insurance policies.
- Management of all human resource related functions including 401(k) plan administration.
- Developed methods to more accurately track inventory movement and increase record accuracy.

Northern Star Companies, Inc., East Lansing, MI

Corporate Controller (3/93 to 10/95)

- Reported to President of this \$55 million fertilizer wholesaler.
- Coordinated all divisional accounting systems leading to preparation of consolidated financial statements.
- Assisted with asset based operating loan negotiations, maintained required reports and daily contacts with bank.
- Managed year-end audits/physical inventories.
- Management of all human resource related functions including 401(k) plan administration.

Sealed Power Division, Muskegon, MI (a division of SPX Corporation of Muskegon)

Financial Accounting Supervisor (7/90 to 2/93)

- Reported to Corporate Financial Accounting Manager of this \$150 million, 10 plant, Tier One automotive engine parts supplier.
- Responsible for implementing and maintaining all corporate financial accounting systems (both computerized and manual) which included interfacing with other departments/divisions. Member of division wide MRP II system implementation team.
- Oversaw month-end-closing schedule that included streamlining systems to reduce closing schedule from six days to five days.

Financial/Cost Analyst (11/89 to 7/90)

- Prepared monthly statistical financial statements for entire division.
- Assisted in preparation of annual plan and bi-monthly financial forecasts.
- Responsible for tracking inventory/cost of sales for foundry operations.

American Coil Spring, Inc., Muskegon, MI

Assistant Controller 3/85 to 11/89

- Reported to Controller for this \$15 million, two plants, Tier One automotive engine parts supplier.
- Managed year-end audits.
- Maintained fixed asset records and property tax filings.
- Responsible for inventory control including year-end physical inventories and installation of supply crib tracking and controls.
- Member of MRP II system implementation team.

LOMAC of Michigan (formerly Bofors Nobel, Inc.), Muskegon, MI

General Accountant (6/82 to 3/85)

- Reported to Assistant Controller for this \$30 million, three company, chemical manufacturer
- Maintenance of general ledger
- Cash reconciliations
- Assisted in developing annual budgets
- Responsible for tracking construction in progress costs
- Reconciliation of intercompany accounts

d. Professional Memberships

Institute of Management Accountants (IMA), formerly National Association of Accountants, 1982 to 1992, 1998 to Present. Board of Directors of Muskegon, MI chapter from 1983 to 1992

Accounting Advisory Committee, Kalamazoo Valley Community College, 1999 to 2001

e. Professional Meetings Attended – none

f. Papers Presented – none

g. Publications

“The Affects of Culture on Critical Thinking”, Ferris State University Insider, May 2004

h. Other Research Activities

Currently working on PhD dissertation – “The attitudes, opinions, and beliefs of faculty members regarding instruction about international business culture”

Research papers prepared for PhD classes:

Financial Statement Analysis in Light of International Accounting Standards

The Globalization of Information Technology and International Business Cultures

Investing for Retirement: A Quantitative Analysis

The Daimler Chrysler Merger: A Study of the Role of Culture in International Business Strategy

Cross-Cultural Management

Research in International Business Education

Reciprocity in International Business: Is Culture the Key?

The Power of the Metaphor: Its Use in Bridging International Business Culture Gaps

The Effects of Globalization on Curriculum: The Need for Pluralism

The Globalization of Adult Education

The Leadership Challenge of Transformative Learning

i. Consulting – none

j. Professional Growth Activities

Certified Management Accountant (CMA) designation, December 2001

k. Seminars, Training Programs, conducted for Business and Industry

Accounting for Non-Accountants through Ferris State University Center for Extended Learning, May 2003

l. Professional Presentations, Speeches

m. Institutional Service Performed

Presentation to Ferris State University honors students regarding international business culture

Ferris State University Finance Program Review, 2004

Ferris State University Accounting Program Review, 2004

n. Recognition and Honors

Recognition from Ferris State University honors program student as instructor who greatly influenced their success, 2003 and 2004

Recognition from Ferris State University athletes as instructor who greatly promotes their learning, 2002, 2003, and 2004

o. Community Activities

Big Rapids High School Band Parents Associations, Treasurer, 2004 – present

Choice Time volunteer at Riverview Elementary School, 2001-2002 school year

Volunteer at Center for Women in Transition, Holland, MI, 1997 to 1998

United Way Campaign volunteer, Muskegon County, 1992

p. Submission Date: 09/30/05

Vita

A. Name: Laura Farlow Dix

Rank: Assistant Professor

Tenure: Untenured/Tenure Track

Teaching Experience:

2003-present Ferris State University
1997-2003 University of Illinois at Urbana-Champaign
1996-1997 Indiana University Purdue University at Fort Wayne

B. Educational Background:

Ph.D. Business Administration (expected 2005)
University of Illinois at Urbana-Champaign
Major: Marketing Minor: International Business

M.B.A. 1997
Indiana University

B.S. Electrical Engineering 1984
General Motors Institute (now Kettering University)

C. Prior Experience not in Education:

1987-1996 General Motors Corporation – Ft. Wayne, IN
1984-1987 General Motors Corporation – Flint, MI
1979-1984 General Motors Corporation – Saginaw, MI

D. Professional Memberships:

American Marketing Association (National and West Michigan)
Product Development & Management Association
Association for Historical Research in Marketing

E. Professional Meetings Attended:

2005 Conference on Historical Research in Marketing
California State University, Long Beach, CA
2005 AMA West Michigan Chapter Monthly Meetings
Grand Rapids, MI
2005 APICS West Michigan Chapter Monthly Meeting on RFID
Grand Rapids, MI

- 2004 AMA West Michigan Chapter Monthly Meetings
Grand Rapids, MI
- 2004 16th Paul D. Converse Symposium
University of Illinois at Urbana-Champaign
- 2003 Conference on Historical Research in Marketing
Michigan State University, East Lansing, MI
- 2001 Midwest Marketing Conference
University of Michigan, Ann Arbor, MI
- 2000 Product Development & Management International Conference
New Orleans, LA
- 2000 American Marketing Association Summer Educators Conference
Chicago, IL
- 2000 Marketing Science Conference
University of California at Los Angeles, CA
- 2000 Internationalizing Doctoral Education in Business Conference
Ohio State University, Columbus, OH
- 2000 Paul D. Converse Symposium
University of Illinois, Champaign, IL
- 1999 Midwest Marketing Conference
University of Minnesota, Minneapolis, MN
- 1998 Relationship Marketing Conference
Emory University, Atlanta, GA
- 1998 Midwest Marketing Conference
University of Iowa, Iowa City, IA
- 1997 Pricing Conference
University of Illinois, Urbana, IL

F. Papers Presented:

- “P.D. Converse – The Man Behind the Award,” keynote presentation at the 16th Paul D. Converse Awards Symposium, Champaign, IL (2004)
- “Paul Dulaney Converse: Pioneer Marketing Scholar and Historian” presented at the 11th Conference on Historical Analysis and Research in Marketing, East Lansing, MI (2003).
- “Managerial Sensitivity to Dollar Value and Framing in New Product Introduction Decisions,” presented at the AMA Summer Educators Conference in Chicago, IL (2000).
- “Managerial Sensitivity to Dollar Value and Framing in New Product Introduction Decisions,” presented at the Marketing Science Conference in Los Angeles, CA (2000).
- “Changing the Nature of Marketing: Understanding Long-Term Orientation of Buyer-Seller Relationships,” presented at the Relationship Marketing Conference in Atlanta, GA (1998)

G. Publications:

- Hollander, Stanley C., Kathleen M. Rassuli, D.G. Brian Jones, and **Laura Farlow Dix** (2003), "Periodization in Marketing History" *Journal of Macromarketing*, Vol. 25(1), June, pp. 32-41.
- Dix, Laura Farlow** (2004), "History of the Converse Symposium," in *Proceedings of the 16th Converse Symposium*, edited by Abbie Griffin and C. Otnes, Chicago, IL: American Marketing Association
- Dix, Laura Farlow** (2003), "Paul Dulaney Converse: Pioneer Marketing Scholar and Historian," in *The Romance of Marketing History*, Edited by Eric H. Shaw, Boca Raton, FL: Association for Historical Research in Marketing.
- Hollander, Stanley C., Kathleen M. Rassuli, **Laura Farlow Dix**, and D.G. Brian Jones (2003), "Periodization in Marketing History: A Narrative in N Chapters Redux," in *The Romance of Marketing History*, Edited by Eric H. Shaw, Boca Raton, FL: Association for Historical Research in Marketing.
- Dix, Laura Farlow**, Jose Antonio Rosa, and William J. Qualls (2000), "Managerial Sensitivity to Dollar Value and Framing in New Product Introduction Timing Decisions," in *Enhancing Knowledge Development in Marketing*, Edited by Gregory T. Gundlach and Patrick E. Murphy, Chicago, IL: American Marketing Association.
- Dix, Laura Farlow** (2000), "Managerial Sensitivity to Dollar Value and Framing in New Product Introduction Timing Decisions," in *Marketing for the New Millennium*, edited by Randy Bucklin and Don C. Morrison, Los Angeles, CA: Informs Marketing Science.
- Dix, Laura Farlow** (1998), "Changing the Nature of Marketing: Understanding Long-Term Orientation of Buyer-Seller Relationships," in *Contemporary Knowledge of Relationship Marketing*, edited by Anil Menon and Jagdish Sheth, Atlanta, GA: Center for Relationship Marketing.
- Colbert, Ann Mauger, Kathleen M. Rassuli, and **Laura Farlow Dix** (1997), "Marketers, Dolls, and the Democratization of Fashion," in *Marketing History Knows No Boundaries*, edited by D.G. Brian Jones and Peggy Cunningham, East Lansing, MI: Michigan State University.
- Hollander, Stanley C., Kathleen M. Rassuli, and **Laura Farlow Dix** (1997), "Periodization Schemes in Marketing History: A Drama in X Acts," in *Marketing History Knows No Boundaries*, edited by D.G. Brian Jones and Peggy Cunningham, East Lansing, MI: Michigan State University.

H. Other Research Activity

Dissertation Research in Progress:

“Paul Dulaney Converse: Scholarly Contributions of a Marketing Pioneer to the Professionalization of Marketing Thought,” University of Illinois at Urbana-Champaign.

I. Consulting N/A

J. Professional Growth Activities

- a. New Employee Orientation (June 2003)
- b. Safety Training (July 2003)
- c. COB Professional Development training (2003-2004)
- d. FSU New Faculty Development (2003-2004)
- e. Orientation to WebCT (Winter 2004)
- f. Employee Development Week (Fall 2004)

K. Seminars, Training Programs, conducted for Business and Industry: N/A

L. Professional Presentations, Speeches

“Qualitative Research Methods for New Product Development,” presented to faculty and students at Ferris State University, October 2002.

M. Institutional Service Performed

Ferris State University and College of Business student recruiting at DECA Student Leadership Conference, Lansing, MI. (October 2003)
College of Business Reception for Grand Rapids Faculty (Fall 2003)
Ferris State University Graduation Ceremonies (Fall 2003, Winter 2004, Fall 2004, Winter 2005)
Ferris State University – First Impressions Welcome Table (Fall 2004, Winter 2005, Fall 2005)
Ferris State University American Marketing Association student chapter Advisor (2004-present)
Ferris State University and College of Business representative judge for DECA Regional Conference competition (Winter 2005)
Ferris State University and College of Business student recruiting at DECA State Conference, Dearborn, MI (Winter 2005)
Ferris State University and College of Business student recruiting at BPA State Conference, Grand Rapids, MI (Winter 2005)
Marketing Program Review Committee member (2004-2005)
Ferris State University College of Business Dawg Days recruiting event presenter (Winter 2005)
Ferris State University General Dawg Days recruiting event (Fall 2005)

N. Recognition and Honors

- Finalist, Institute for the Study of Business Markets (ISBM) Doctoral Support Award Competition (2000)

- Center for International Business Education and Research (CIBER) Summer Research Grant (2000)
- Doctoral Fellow, International Doctoral Education in Business Conference, The Ohio State University (2000)
- “Incomplete List of Teachers Rated as Excellent by Their Students,” University of Illinois at Urbana-Champaign (1999)
- “Incomplete List of Teachers Rated as Excellent by Their Students,” University of Illinois at Urbana-Champaign (1998)
- John M. Jones Fellowship (1997-2002)
- Student Leadership Award – Indiana University Purdue University at Fort Wayne (1997)
- Elected to Beta Gamma Sigma honorary (1997)
- Elected to Phi Kappa Phi honorary (1997)
- Who’s Who Among Students in American Universities & Colleges (1996-1997)

O. Professionally Related Community Activities

Wesley Foundation (Big Rapids, MI) Board Member (July 2005-present)

Updated October 2005

Ann Gilley
Associate Professor, Management Department
Tenure track

TEACHING EXPERIENCE:

- 2005 – pres **Ferris State University, Big Rapids, MI**
Associate Professor, College of Business
Management Department
- Teach undergraduate courses
 - MGMT 301 Principles of Management
 - MGMT 488 Management Cases
- 2004 – 2005 **Colorado State University, Fort Collins, CO**
Assistant Professor, College of Applied Human Sciences
Organizational Development Department
- Taught graduate and undergraduate courses
 - BG 479 Business Policy and Administration (senior capstone)
 - ED 602 Action Research
 - VE 668 Learning Transfer
 - VE 665 Consulting
 - VE 669 Performance Management
 - Developed on-line courses
 - Advised and served on Master's and PhD graduate student committees
- 2003 – 2004 **Pfeiffer University, Misenheimer, NC**
Associate Professor, School of Business, Business Administration
Department
- Taught graduate and undergraduate courses, including on-line
 - MBA 602 Organizational Behavior (graduate)
 - BUAD 450 Consumer Behavior (undergraduate)
 - BUAD 432 Sales Development and Management
 - BUAD 430 Organizational Behavior
 - BUAD 430 C90 Organizational Behavior (on-line and evening adult completion)
 - BUAD 428 Advertising and Sales Promotion
 - Coached and advised traditional and non-traditional students
- 2001 - 2003 **Colorado State University, Fort Collins, CO**
Assistant Professor, College of Business,
Management Department
- Taught graduate and undergraduate courses
 - BG 621 Strategic Management for Competitive Advantage (MBA program)

- BG 625 Managerial Communications Strategies (Executive MBA, Denver)
- BG 479 Business Policy and Administration (senior capstone)
- BN 425 Strategic Communications (senior capstone)
- BN 305 Fundamentals of Management
- BN 310 Human Resource Management
- VE 692 Strategic Human Resource Development
- VE 665 Consultation in Organizations
- VE 696 Performance Management
- Coached and advised traditional and non-traditional students

2000

Iowa State University, Ames, IA
Adjunct Faculty Member, College of Business

- Taught undergraduate courses
 - MGT 371 Organizational Behavior
 - MGT 377 Competitive Strategy
- Coached and advised traditional and non-traditional students in career and education planning

1997-2001

Davenport University, Scottville, MI
Adjunct Faculty Member, Business Department

- Taught undergraduate courses in
 - Marketing Communications (Advertising)
 - Business Management / Entrepreneurship
 - International Marketing
- Coached and advised non-traditional students in career and education planning

1996-1999

Kent Career / Technical Center, Grand Rapids, MI
Faculty – Marketing Department

- Designed and facilitated courses in Marketing and Business Management (Entrepreneurship)
- Conducted needs assessment for the business division, developed curriculum, and designed instruction
- Facilitated staff instruction in areas such as Creative Training Techniques, Professional Selling Skills, Odyssey High Ropes and Team Events, and motivational techniques
- Consulted with business advisory committee to continuously improve program and curriculum
- Coordinated student internships and cooperative learning opportunities
- Coached and mentored students in career development and education planning
- Concurrently worked for Foremost Corporation of America as Sales and Marketing Manager

EDUCATION: **PhD**, Iowa State University, Ames, IA
Concentration: Organizational and Human Resource Development

MBA, Grand Valley State University, Allendale, MI
Concentration: Marketing

BSBA, Michigan Technological University, Houghton, MI
Concentration: Accounting

PRIOR EXPERIENCE – non-education:

1999-present

Trilogy Performance Group, Ludington, MI

Vice-president

- Provide performance improvement consulting and services to a wide variety of clients
- Assist clients with needs in the following areas:
 - leadership development
 - human resource development
 - coaching
 - performance management
 - team building
 - communications
- Evaluate performance improvement interventions and strategies
- Design, implement, and maintain performance assessment systems, including developmental evaluations and 360-degree feedback

1989-1998

Foremost Corporation of America, Grand Rapids, MI

Sales and Marketing Manager

- Recruited, selected, and hired sales and marketing personnel for an \$80 million revenue department
- Developed and implemented performance management plans in cooperation with staff
- Conducted performance appraisals and formal and informal continuous evaluations
- Supervised training and development activities of new hires, field, and home office personnel
- Determined corporate training and development priorities, conducted needs analysis, and developed training presentation materials
- Coordinated scheduling and execution of staff training and development
- Personally facilitated seminars, training, and instruction, including Professional Selling Skills workshops sponsored by Learning International (now Achieve Global)

1988-1989

- Promoted from Field Sales Manager - where I managed 500 accounts in a \$12 million territory

Golden Rule Insurance, Lawrenceville, IL
Brokerage Marketing Manager

- Managed and developed 400 accounts in southern Michigan
- Developed and facilitated training activities for individuals and groups
- Supervised marketing assistants

1986-1988

National Bank of Detroit, Grand Rapids, MI
Mortgage Loan Originator

- Initiated loans, assumptions, and refinances within the division; handled most "private banking" clientele
- Conducted income and credit analysis
- Developed relationships with appraisers, surveyors, realtors, and builders, ultimately increasing division business
- Applied underwriting guidelines to prepare loans for the secondary market

PROFESSIONAL

MEMEBERSHIPS: Academy of Human Resource Development, 2005-present
Academy of Management, 2005-present; 2001-2002
American Marketing Association, 1996-1999

PROFESSIONAL MEETINGS

ATTENDED: Academy of Human Resource Development annual conferences
1998, 2000, 2002, 2004, 2005

PUBLICATIONS:

Books: **Gilley, A.** (in press). *Manager as change leader*. Hartford, CT: Praeger Publishing.

Gilley, J.W., English, F.E., & **Maycunich Gilley, A.** (in press). *Human resource management and development in educational settings*. Princeton, NJ: Proactive Publishing.

Maycunich, A., Callahan, J., & Bierema, L. (2003). *Critical issues in HRD*. Cambridge, MA: Perseus Books.

Gilley, J.W., and **Maycunich, A.** (2003). *Strategically integrated HRD: Six transformational roles in creating results-driven programs (2nd ed)*. Cambridge, MA: Perseus Books.

Gilley, J.W., Egglund, S.A., & **Maycunich, A.** (2002). *Principles of human resource development (2nd ed.)*.

Cambridge, MA: Perseus Books.

Gilley, J.W., Quatro, S., Hoekstra, S., Whittle, D., & **Maycunich, A.** (2001). *The manager as change agent: A practical guide for high performance people and organizations*. Cambridge, MA: Perseus Books.

Gilley, J.W. & **Maycunich, A.** (2000). *Organizational learning, performance, and change: An introduction to human resource development*. Cambridge, MA: Perseus Books.

Gilley, J.W. & **Maycunich, A.** (2000). *Beyond the learning organization: Creating a culture of continuous growth and development through state-of-the-art human resource practices*. Cambridge, MA: Perseus Books.

Gilley, J.W. & **Maycunich, A.** (1999). *The performance challenge: Developing management systems to make employees your organization's greatest asset*. Cambridge, MA: Perseus Books.

Gilley, J.W., & **Maycunich, A.** (1998). *Strategically integrated HRD: Partnering to maximize organizational performance*. Reading, MA: Addison-Wesley.

Book Chapters:

Gilley, J. W., & **Gilley, A.** (In Press). The history of human resource management and development. In F. English (Ed.), *Encyclopedia of Educational Leadership*. Newbury Park, CA: Sage Publications, Inc.

Gilley, J. W., & **Gilley, A.** (2005). Developmental-servant leadership for human resource professionals. In Sims, R. R. and Quatro, S. A. (Eds.), *Leadership: Succeeding in the private, public, and not-for-profit sectors*. Armonk, NY: M. E. Sharpe, Inc.

Gilley, J.W., & **Maycunich, A.** (2003). Philosophical foundations of HRD: Implications for practice. In Marquardt, M. (Ed.) *UNESCO Encyclopedia of Business Issues*. New York: UNESCO Press.

Maycunich, A., & Drake, S. (2003). Performance management. In Maycunich, A., Callahan, J., & Bierema, L. (Eds.), *Critical issues in HRD*. Cambridge, MA: Perseus Books.

Gilley, J.W., & **Maycunich, A.** (2002). Organizational learning and performance. In *Business: The ultimate resource*. Cambridge, MA: Perseus Publishing.

- Articles:** Dirkx, J.M., Gilley, J.W., & Maycunich Gilley, A. (2004). Change theory in CPE and HRD: Toward a holistic view of learning and change in work. *Advances in Developing Human Resources*, 6(1), 35-51.
- Gilley, J.W., & Maycunich, A. (2003). The Birkman® method of career planning. *Career Planning and Adult Development Journal*, 19(2), 137-149.
- Gilley, J.W., Maycunich, A., & Quatro, S. A. (2002). Comparing the roles, responsibilities, and activities of transactional versus transformational roles in HRD. *Performance Improvement Quarterly*, 16(4).
- Gilley, J.W., & Maycunich, A. (1998). The role of the integrated HR department in strategic planning. *The Quality Observer*, 7(4), 22-25, 44-45.

OTHER RESEARCH ACTIVITY:

Organizational immune system / change; two journal articles submitted for review in 2005
Managerial malpractice; surveys in process
OD/HRD Challenges; book chapter due to editor 11/15/05

CONSULTING:

Former clients: Iowa State University, Iowa State Foundation, Jackson National Life Insurance Company, Colorado State University, Hewlett-Packard

PROFESSIONAL GROWTH

ACTIVITIES: See Professional Meeting attendance above

SEMINARS, TRAINING CONDUCTED FOR BUSINESS AND INDUSTRY:

- coaching
- performance management
- customer service
- team building
- sales and marketing
- time management
- leadership v. management
- salespersons as consultants

PROFESSIONAL PRESENTATIONS:

February, 2005 Academy of Human Resource Development Conference

Topic: *HRD Cohort Graduate Programs: An Approach to Creating a Sustainable Learning Community and Developmental Culture*

- April, 2003 Alpha Kappa Psi, Fort Collins, CO
Topic: *Wine or Whiskey? Secrets of Business Etiquette*
- October, 2002 Colorado State University, Fort Collins, CO
Topic: *Coaching for Superior Customer Service*
- September, 2002 Alpha Kappa Psi, Fort Collins, CO
Topic: *Survival Tips for the Corporate Jungle*
- January, 2002 Colorado State University, Fort Collins, CO
Topic: *Performance Management*
- November, 2001 Colorado State University, Fort Collins, CO
Topic: *Coaching for Superior Customer Service*
- June, 2001 Iowa State University Foundation, Ames, IA
Topic: *Foundations of Successful Teams*
- May, 2001 Extension Services, Iowa State University, Ottumwa, IA
Topic: *Sales and Marketing*
- April, 2001 Academic Leadership Forum, Iowa State University, Ames, IA
Topic: *Time Management*
- October, 2000 U.S. Navy ROTC, Ames, IA
Topic: *Leadership vs. Management*
- September, 2000 Jackson National Life Distributors, St. Louis, MO
Topic: *Salespersons as Consultants*
- September, 2000 Food Science and Human Nutrition Dietetic Intern Inservice, Ames, IA
Topic: *Coaching*
- April, 2000 Iowa Association of School Business Officials, Des Moines, IA
Topic: *Building Effective Relationships / Teams in the Work Place*
- May, 2000 Office Assistant Conference, Ames, IA
Topic: *Customer Service*

INSTITUTIONAL SERVICE:

Editorial Board Member, *Organizational Learning, Performance, and Change* Series, Perseus Books, 1999-present.

Faculty Advisor, 2002-2003, Alpha Kappa Psi business
fraternity.

Faculty Advisor, 2002-2003, Mountain Biking Club

Faculty Advisor, 2002-2003, Disc Golf club

President's Leadership Council, 2003, faculty student mentor

Honor's program faculty member/mentor, 2003

RECOGNITION AND HONORS:

**Book of the Year, 2000, *Organizational Learning, Performance,
and Change.* Academy of Human Resource Development.**

PROFESSIONALLY RELATED

COMMUNITY ACTIVITIES:

Western Michigan Fair Association member, 2005-present

VITA

A. DONALD R. JACKSON

Rank: Professor

Tenured: November 1991

College of Business – Marketing Department

Teaching Experience: 18 years

B. Education Background:

- Ph.D. Michigan State University - Higher Ed Adm. 1997
- MSB Marketing - Western Michigan University 1984
- MBA Business - Western Michigan University 1980
- BS Business Administration - Aquinas College 1975
- Electronics Trade School 2 years, R.E.T.S. Electronics, Detroit, 1958

C. Experience in Education:

See P - not in Education

1986 - Present – FSU College of Business

- Adjunct - Aquinas College, Graduate - Marketing
 - Davenport College - Undergraduate - Marketing
 - Central Michigan University - Graduate - Marketing (MBA)
 - University of Phoenix - Graduate - Marketing (MBA)
- Areas of Involvement (teaching): Marketing, Purchasing, Sales, Sales Management

D. Professional Memberships (includes offices held):

- Active member of Institute of Supply Management - NAPM Greater Grand Rapids Inc. 1987 to present
- American Marketing Association, West Michigan Chapter 1998- 2003
- Academic member of the Institute of Supply Management (formerly National Association of Purchasing Managers) 1987 to present
- Board of Directors (Secretary) National Association of Purchasing Managers (NAPM) Greater Grand Rapids Inc., 1990-1999
- Member of APICS and Faculty Advisor for FSU Student Chapter of (APICS) American Production and Inventory Control Society - 1998-1999

E. Professional Meetings Attended:

- Monthly membership meeting of NAPM - Greater Grand Rapids Purchasing Managers Association (1990 - present).
- American Marketing Association of West Michigan, select monthly meetings/conferences, 1998-present.
- Monthly Board of Director meetings of NAPM - Greater Grand Rapids (1991 - 1999)
- Monthly membership meetings of American Production and Inventory Control Society (APICS) 1998-1999.

F. Papers Presented:

- PRICE ANALYSIS, NAPM Northern Michigan, March 15, 2000.
- SUPPLIER EVALUATION SYSTEMS: "You can't manage what you can't (or don't) measure," NAPM Northern Michigan, March 18, 1999.
- BENCHMARKING: Professional Development Program - Michigan Public Purchasing Officers Association, March 10 1995.

G. Publications:

- Co-Author Case Study: "Making SMI a Cost-Effective Initiative," Inside Supply Management, August 2002.
- Co-Author Case Study: "SMI for the Little Guy," Inside Supply Management, July 2002.
- Author Case Study: "Don't Shoot the Messenger," Inside Supply Management, January 2002.
- Author: "Don't Shoot the Messenger," Supply Management Case Book - NAPM, Copyright 2001.
- Dissertation - MSU 1997 - A Case Study of a Publicly Funded Institution of Higher Education: A Change from Terms to Semesters. (FSU)

H. Other Research Activity:

- Case Writing Workshop - NAPM/John Deer & Co., April 2001
- Price Analysis for buyers: 2000
- Supplier Evaluation Systems: 1999
- MSU Internship Project - 1996 - Study of reasons why students at FSU register during the "late registration" period.
- BENCHMARKING - Purchasing: 1995.

I. Consulting:

- Volunteer Trainer-Certified Purchasing Manager (C.P.M.) Exam for NAPM-GGR, 1995-2003.
- Article Reviewer – Institute of Supply Management (ISM) "C.P.M. Study Guide Articles," 2002
- Article Reviewer - NAPM " C.P.M. Study Guide Articles," 2000
- Marketing Consultant: Research and analyze new market opportunities. (Full-time summer employment from May to August 1998) - Prince-Machine Corp., Holland, MI.
- FSU International Education and Services:
 - Sales - W. Heinges, SAGE BRATISLAVA, Slovakia 1996
 - Purchasing - S. H. Shin, TONGYANG NYLON, South Korea 1996
 - Marketing - M. Kopytek, Mktg. Mgr. KRED-KOP, Poland 1996
 - R. Daineanu, Exec Mgr. AMSA, Romania 1996
 - D. Turcinovic, Exec Mgr. Zlatko Turcinovic, Ltd., Croatia 1996
 - R. Owczarzy, Mktg. Mgr. ELPLAST, Poland 1996
 - V. Vizbaras, SOBO, Lithuania 1996
 - Sales - Y.H. Soon, POSCO Steel, South Korea 1991
 - Purchasing - E. Sambo - Malawi, Central Africa 1990
 - FSU Gerholz Institute, Small Business Development Center:
 - Sales Training Seminar 1990
 - Marketing Seminar 1987

J. Professional Growth Activities:

- Academic Update Seminar, Chicago Association of Direct Marketing Education Foundation (CADMEF) Loyola University, June 7th, 2002.
- American Marketing Association Educator's Conference, San Diego, CA, August 2002.
- ACBSP Region 4 Annual Meeting - FSU COB representative, November 15-16, 2001.
- University of Ireland, Irish Marketing Teachers Association Conference, Galway, Ireland, May 3-4, 2001. (In lieu of cancelled conference due to Foot & Mouth Disease, arranged two days in Dublin and Galway visiting with marketing faculty and Dean, to share teaching techniques, curriculum issues, and interest in student exchange program)
- Case Writing Workshop - NAPM/John Deer & Co., April, 2001
- American Marketing Association Winter Educator's Conference, Scottsdale, AZ, 2001.
- "How to Teach Adults" - LERN online seminar - August 1999.
- American Marketing Association Educator's Conference, San Francisco, CA, 1999.
- Annual NAPM District IV Purchasing Officers Workshop, Notre Dame, 1990-1996
- Michigan Public Purchasing Officers Association Conference, Battle Creek, 1995
- Michigan Public Purchasing Officers Association Conference, Traverse City, 1992
- Michigan Public Purchasing Officers Association Conference, Ann Arbor, 1991
- American Marketing Association Educator's Conference, Chicago, IL, 1990.

- **Seminars Attended:**
 - “Online Teaching and Learning: Developing Effective Online Facilitators” Summer four-week online seminar, CTLFD – 2002.
 - ESL Tutor Training - Kent County Literacy Council, 2002
 - WebCt Training – FSU CTLFD 2000
 - Nothing but "NET" - American Marketing Association of West Michigan, April 13, 2000.
 - Michigan Method Tutor Training - Kent County Literacy Council, 1999
 - Negotiations – Chester Karras Seminar – NAPM Grand Rapids, April 1998
 - Distance Education ITV Network Training Seminar, Northwestern Michigan College, June 1998
 - Trading with Canada & Mexico Satellite Seminar, Sept 1998, FSU Grand Rapids
 - WebCt Software Workshop, CTLFD May, 1998
 - Al Ries Marketing Seminar – Grand Rapids Chamber of Commerce, Nov 1997
 - FOCUS Marketing Seminar – AMA of Western Michigan, May 1997
 - “Train the Trainer” District IV NAPM Workshop, Notre Dame, 1996
 - Procurement Cards – NAPM – Grand Rapids, June 1995
 - Salesmanship
 - Zig Ziglar, Rock Bleier, Grand Rapids, Sept 1995
 - Mark Victor Hansen, Grand Rapids, Oct 1995
 - Anthony Robbins, Grand Rapids, December 1995
 - Harvey MacKay, Grand Rapids, December 1994
 - Success Club workshops – Grand Rapids, 1994
 - “Pioneers of New Marketing Frontiers” AMA of Western Michigan Seminar, May 1994
 - “Teaching By the Case Method” 12-session seminar FSU COB, 1993
 - Negotiations- NAPM – Central Michigan 1992
 - Electronic Data Interchange – NAPM-Grand Rapids, 1991
 - MAPICS Purchasing – NAPM 1991
- **Continuing Education:**
 - CISM-590-MBA WebCt course, 3 semester credit FSU, May, 2000
 - On-Line Education and Training, 20-week Internet Course, London University, UK 1998.
 - Professional Development Program activities: College of Business, 1/4 release time for fall 1997 & winter 1998.
- Completed professional development workshops and activities (NAPM Grand Rapids) to meet requirements for 5-year re-certification in 2002 for Certified Purchasing Manager (C.P.M.)

K. Seminars, Training Programs, Conducted for Business and Industry:

- C.P.M./A.P.P. Study Group Training Seminars for NAPM Greater Grand Rapids Purchasing Manager Association 1995- 2005.
- "PRICE ANALYSIS" NAPM Northern Michigan, March 15, 2000.
- "SUPPLIER EVALUATION SYSTEMS: "You can't measure what you can't (or don't) measure" NAPM Northern Michigan, March 18, 1999.
- Case Method of Teaching - FSU CTLFD, December 6, 1999.
- C.P.M./A.P.P. Study Group Training Seminar for Haworth, Inc. 1997.
- "BENCHMARKING" Michigan Public Purchasing Officers Association, March 10, 1995.
- Seminar - Purchasing Principles - NAPM-GGR, 1991
- Seminar - Negotiations - NAPM-GGR, 1991
- Seminar - Sales Training, Old Kent Bank & Trust, 1990

L. Professional Presentations, Speeches, etc.:

- Pre-meeting workshop: Professional Certification (C.P.M./A.P.P.) NAPM Grand Rapids, September 9th, 2003
- Presentation/Workshop - Price Analysis, NAPM Northern Michigan, March 15, 2000.
- Presentation/Workshop - Supplier Evaluation Systems: "You can't measure what you can't (or don't) measure," NAPM Northern Michigan, March 18, 1999.
- Presentation/Workshop - Benchmarking for Michigan Public Purchasing Officers Association, 1995.

M. Institutional Services Performed:

- Participate in commencement exercises
- Student recruiting activities i.e., High School Career days, Autumn Adventure
- Committee Activities:
 - BUSN-499 Capstone Faculty Committee – Prof Development 2003 – present.
 - BUSN 499 Course Development Committee, 2002/2003
 - Management Department – Faculty Search Committee – Strategic Management Position – 2002.
 - Management Department - International Business - Program Review Committee, 2001.
 - Marketing Department - Marketing & Marketing/Sales - Program Review Committee, 1998-1999.
 - COB – Marketing Department-Head Search Committee – 2005.
 - COB – Marketing Department-Head Search Committee – 2002.
 - COB - Dean Search Committee - 2000-2001.
 - COB - Promotion/Merit Committee - 1999-2000.
 - COB - Computer Usage Committee - 1998-2000.
 - COB - Core Review AD HOC Committee - 1998-1999.
 - COB - Marketing Strategic Planning Committee - 1998.
 - FSU Career Services - Outstanding Student Affairs Partner Honoree, Awarded October 11, 2001.
 - FSU CTLFD, Two workshops - "Using Case Studies in Your Instruction" February 15, 2000.
 - FSU Academic Senator - 1997-1999.

N. Recognition and Honors:

- 2001 FSU Outstanding Student Affairs Partner Honoree, October 11, 2001.
- Professional Certification:
 - C.P.M. Certified Purchasing Manager – (Re-certified 2002)
 - A.P.P. Accredited Purchasing Practitioner
- President's Award 1998, NAPM Greater Grand Rapids

O. Professionally Related Community Activities:

- Volunteer - (Weekly) English Tutor - Kent County Literacy Council 1999 - present
- Volunteer - Convoy of Hope-Grand Rapids 2001, 2003
- Volunteer – Mel Trotter Mission – Grand Rapids – 2001 - present
- Volunteer – Marketing Committee – Kentwood Community Church 1999-2001
- Volunteer – Santa Clause Girls – Christmas Delivery – 1997 – present
- Volunteer - Grand Rapids Civic Theater 1981 - present
- Volunteer - Grand Rapids Seniors Golf Classic – 1992-1993
- Volunteer - past Co-Director/Organizer) - City of Kentwood Annual Triathlon 1994-1999
- Volunteer - Fourth of July - City of Kentwood Recreation Dept. 1994 - present
- Volunteer - Muscular Dystrophy Jerry Lewis Telethon, Grand Rapids – 1997 - present

P. Business Experience: >30 years

- 1998 Summer (full-time) Marketing Consultant, Prince Machine, Inc. Holland, MI.
- 1986 Subcontract Administration/Buyer, Purchasing Department, Lear Seigler, Inc. Grand Rapids, MI.
- 1971-1986 District Sales Manager, Mobile Communications Div., General Electric Co.
- 1969-1971 Electronics Buyer, JET Electronics
- 1964-1969 Field Sales Rep - RCA Mobile/Microwave

Q Today's Submission Date: Wednesday October 5th, 2005

VITA
2005/2006

a. Name: Stephen T. Jakubowski

Rank: Professor

Tenured

Teaching experience: 25 years

2001 to current Professor, College of Business, Ferris State University, Big Rapids, MI.

1998 to 2001 Professor (tenured) and Interim Head (1999-2000), Department of Accounting & Legal Environment, Marshall University, Huntington, WV.

1996 to 1998 Associate Professor, Department of Accounting, Director, MBA Program, Fort Hays State University, Hays KS.

1994 to 1996 Associate Professor, Department of Accounting, King's College, Wilkes-Barre, PA.

1989 to 1994 Assistant Professor, Department of Accounting, University of Northern Iowa, Cedar Falls, Iowa.

1982 to 1987 Teaching Fellow, Department of Accounting, Kent State University, Kent, Ohio.
Courses taught: Intermediate, Financial, and Managerial Accounting.

1980 to 1982 Assistant Professor, Business Department
North Carolina Wesleyan College, Rocky Mount, NC.

1977 to 1980 Instructor, Department of Accounting
Central Michigan University, Mt. Pleasant, Michigan.

b. Educational Background

Ph.D., Kent State University, Kent, OH, December 1988
Major: Accounting

M.S., Central Michigan University, Mt. Pleasant, MI, May 1977
Major: Accounting

B.S., St. Joseph's College, Rensselaer, IN, June 1974
Major: Accounting

c. Prior Experience not in Education

1987 to 1988 Doctoral Fellowship, U.S. General Accounting Office, Washington, D.C.,
Financial Management Division of the GAO.

1974 to 1975 Fund Accountant, Genesee County, Flint, Michigan.

d. Professional Memberships

American Accounting Association
Certified Public Accountant (Michigan)

e. Professional Meetings attended

f. Papers presented

"The Single Audit Amendments of 1996: A Look at Its Impact on Local Government." with S. K. Huh, Proceedings: Ohio Regional American Accounting Association Meeting, Columbus, OH, April 2005.

"Single Audits Under the Single Audit Act Amendment of 1996: Where Have All the findings Gone?" with L. Jakubowski and S. K. Huh, Proceedings: Ohio Regional American Accounting Association Meeting, Akron, OH, May 2004.

"The Single Audit Act Amendment of 1996: A Look at Its Impact on County Government Audits," with L. Jakubowski, Ohio Regional American Accounting Association Meeting, Columbus, OH, May 2002.

"The Determinants of Audit Effort: An Empirical Analysis," (with J. Heian and L. Jakubowski) Annual Meeting of the American Academy of Accounting and Finance, New Orleans, LA, December 7-9, 2000.

"Using Accounting Achievement Tests as an Program Assessment Tool," (with W. Smith) Annual Meeting of the American Academy of Accounting and Finance, New Orleans, LA, December 7-9, 2000.

"Assessment Examinations for Academic Accounting Programs," (with W. Smith and P. Broce) Midwest Business and Economics Association, Annual Meeting, Chicago, IL, March 1-3, 2000.

"Job Criteria Preferences of Senior Accounting students," (with C. Esmond-Kiger and G. Saunders), Midwest Business and Economics Association, Annual Meeting, Chicago, IL, March 17-19, 1999.

"The Single Audit: An Assessment After Four Years," Southeast Chapter of the Iowa Society of CPA's, Washington, IA, July 1991.

American Accounting Association 1988 Annual Convention, Orlando, FL, Panelist in technical session pertaining to single audit research issues.

g. Publications

"The Single Audit Act Amendment of 1996: A Look at Its Impact on County Government Audits," with L. Jakubowski and S. K. Huh, Accepted for publication in the Municipal Finance Journal, Fall 2002, Vol. 23 (3), pp. 43-63.

"SAS No. 82: A Look at its Impact on Financial Statement Audits," (with P. Broce and J. Stone), The CPA Journal, (February 2002), pp. 42-46.

"A Cross-Country Comparison of the Codes of Professional Conduct of Certified/Chartered Accountants," (with P. Chao, and S. Huh), Journal of Business Ethics. Vol. 35(2), January 2002, pp 111-129.

"Accounting Student Searching for Jobs: What Is Important and To Whom?" with Connie Esmond-Kiger, Northeast Regional American Accounting Association Meeting, Portland, ME, May 2001.

"Achievement Tests as a Component of the Assessment Process for Academic Accounting Programs," (with W. Smith), Journal of Accounting and Finance Research, Vol. 9(1), Spring 2001, pp. 67-73.

"Tax Incentive Credits: Do they Work?" (with G. Saunders), Oil, Gas and Energy Quarterly, Vol. 48(4), (June 2000), p. 661-669.

"A Comparative Study of Accounting Codes of Ethics - U.S., Ontario, India, Taiwan and Korea," (with P. Chao, S. Huh and S. Maheshwari), Proceedings: 1999 Annual Conference on Emerging Issues in International Accounting, Niagara University, August 5-7, p.55.

"A Comparative Study of Accounting Codes of Ethics in South Korea and the United States," (with I. Kim and S. Huh) Proceedings: 14th Pan Pacific Conference (June 1997), Kuala Lumpur, Malaysia, p. 151-152.

"Single Audits and Their Effect on County Government Financial Management: Some Evidence," Proceedings: Western Regional Meeting of the American Accounting Association, Rohnert Park, CA (May 1997), p. 45.

"A Comparative Study of Accounting Codes of Ethics - U.S., Ontario, Taiwan and Korea," (with P. Chao and S. Huh), Proceedings: 1997 Allied Academies National Conference, Las Vegas, NV (March/April 1997), p. 41-45.

"The Determinants of Audit Effort for County Government in the State of Iowa"(with J. Heian and L. Jakubowski), Proceedings: Southwest Business Symposium, 14th Annual Meeting, Edmond, OK, (April, 1997), p. 184-194.

"Single Audits and Their Effect on City Government Financial Management: Some Evidence," Proceedings: Mid Atlantic Regional Meeting of the American Accounting Association, Philadelphia, PA (March 1996), p. 79.

"Reporting on the Control Structures of Local Governments Under the Single Audit Act of 1984," Public Budgeting and Finance, Vol. 15 (1) (Spring 1995), pp. 58-71.

"Reporting on the Control Structures of City Governments," The CPA Journal (November 1994) p.66-68.

"A Comparative Study of Accounting Codes of Ethics - U.S., Ontario, and Taiwan," (with P. Chao) Proceedings: Annual Convention of the Association for Global Business, Chicago, IL (November 1993), p. 229-235.

"Single Audit Act: Is It Working as Intended? (The Case of County and City Governments in the State of California," (with S.K. Huh), The Western Governmental Researcher, Vol. II (Summer 1991/Winter 1992), p. 1-16.

"A Look at How Internal Control Structures Have Changed Since the Single Audit Act of 1984," Proceedings: Midwest Regional Meeting of the American Accounting Association, Indianapolis, IN (April 1992), p. 76.

"The Single Audit: Is It Working as Intended?" (with S. K. Huh) Proceedings: Western Regional Meeting of the American Accounting Association, Scottsdale, AZ (May 1991), p. 147.

"The Effect of the Single Audit Act of 1984 on the Internal Control Systems of County and City Governments in the State of Ohio," (with S. K. Huh) Proceedings: Ohio Regional Meeting of the American Accounting Association (May 1990), p. 50.

"The Effect of the Single Audit Act of 1984 on Local Government Internal Control Systems," Proceedings: Midwest Regional Meeting of the American Accounting Association, Chicago, IL (April 1990), pp. 209-214.

"The Effect of the Single Audit Act of 1984 on the Internal Control Systems of County and City Governments in the State of Ohio," (with S. K. Huh) Southern Ohio Business Review Vol. 6, No. 1, Spring 1990, pp. 3-6.

"An Analysis of the Relationship Between Accounting Information Systems and Contingency Factors in U.S. Manufacturing Firms," (with S. K. Huh) Proceedings: Annual Convention of the Association for Global Business (November 1989), pp. 106-108.

h. Other Research Activity

Work in Progress:

An Investigation of How Governmental Audits Differ Across Different Types of Auditors.

i. Consulting

j. Professional Growth Activities

Moderator, Ohio Regional Meeting, American Accounting Association, Akron OH, 2004

Moderator, Ohio Regional Meeting, American Accounting Association, North Dublin, OH, 2003

Moderator, Ohio Regional Meeting, American Accounting Association, 2002

Reviewer, Ohio Regional Meeting, American Accounting Association, 2001

Session Chairperson, Auditing and MIS, Ohio Region Meeting, AAA, 1999

j. Professional Growth Activities (continued)

Discussant, Midwest Business and Economics Association, Annual Meeting, Chicago, IL, 1999
Reviewer, Ohio Regional Meeting, American Accounting Association, 2001
Panelist, "Ethics in Academe," Midwest Business and Economics Assn. Annual Meeting,, 1999
Reviewer, Southeast Regional Meeting, American Accounting Association 1999
Reviewer, Midwest Regional Meeting, American Accounting Association, 1991

k. Seminars, Training Programs, conducted for Business and Industry

l. Professional Presentations, Speeches

m. Institutional Service Performed

Ferris State University, University Graduate and Professional Council, 2002-2005
Ferris State University, College of Business, Recruiting and Retention Committee, 2005-2006
Ferris State University, College of Business, Promotion Merit Committee, 2005-2006
Ferris State University, University Senator, 2001
Marshall University, Interim Chair, 1999/2000
MU, Budget and Academic Policy Committee, 2000
MU, College of Business, Assessment Committee, 2000
MU, College of Business, Graduate Committee, 2000
MU, College of Business, Curriculum and Academic Standards Committee, Secretary, 1999
MU, College of Business, Associate Dean Search Committee, 1999
MU, Division of Accountancy & Legal Environment, Internship Committee, Advisory Board, 1999
MU, Division of Accountancy & Legal Environment, Student Advisory Committee, 1999
MU, Division of Accountancy and Legal Environment, Search Committee, 1999
Fort Hays State University, Promotion and Tenure Task Force, 1996/1997
FHSU, Deans Advisory Committee, 1996/1997
FHSU, Accounting Search Committee, 1996/1997
FHSU, Department Student Affairs Committee, 1996, 1997
University of Northern Iowa, University Writing Committee, 1991-1994
UNI, Faculty Advisor, New Student Orientation, UNI, 1990-1994
UNI, Department of Accounting Selection (Personnel) Committee, 1991
UNI, College of Business Faculty Council, 1989/1990

n. Recognition and Honors

Who's Who Among America's Teachers, 2002.
Outstanding Teacher Award, Gamma Beta Phi, Spring 2000
University Apple for the Teacher Award, 1994
Micro Computer Equipment Grant recipient, UNI, 1992
Summer Fellowship, Graduate School, UNI, Summer 1991
Nominated to attend the Robert M. Trueblood Seminar for Professors, 1990
U.S. General Accounting Office, Doctoral Research Fellowship, 1987/1988
University Fellowship, Kent State University, 1984

o. Professionally Related Community Activities

p. 10-12-05

VITA

a. Personal Data

Harold Palmer

Associate Professor Computer Information Systems

Tenured

15 years professional computer and informational technology experience before beginning academic career

teaching in CIS area for the last 23 years

b. Educational background

BA Southern Illinois University 1968 Major Psychology Secondary Concentration Marketing
Programmer Certification 1969 Advanced Logistics Systems Programmer Training School
Wright-Patterson Air Force Base training included computer programming, RCA/FCP,
UNIVAC 1107/Sleuth, UNIVAC 1107 COBOL, IBM 7080 Autocoder, CDC CYBER 70
COMPASS, IBM COBOL

MA Western Illinois University 1980 Major History

Doctoral Student Nova Southeastern University ABD in Information Systems July 2002

Formal Dissertation Approved March 2005

c. Prior Experience Not In Education

August 2002 to Present

Returned to faculty status and teach classes in CIS Department

Serve on College Curriculum Committee, and College Faculty and Staff Development Committee

Serve Academic Program Review Committee for CIS program

Member of Critical Thinking Faculty Learning Community

January 2000 to August 2002

Chair, Computer Information Systems Department

Administrative responsibility for 12 full time tenure track and the equivalent of 7 full time adjunct faculty members, schedule classes, consult with other administrative personnel, counsel students, hire faculty, hire clerical staff, evaluate adjunct faculty, schedule off-campus classes and advise off-campus students

June 1991 to December 1999

Associate Professor Computer Information Systems

Developed and taught classes in CIS and Information Technology, systems analysis and design, client-server systems, used Oracle and SQL as well as DB2 on AS400 computer and OS400 operating system, served on faculty development committee for the Academic Senate, consulted with clerical personnel in the College of Business to improve clerical procedures, served on College Curriculum Committee for 3 years and University Curriculum Committee for two years one year as chair, shepherding over 100 curriculum changes through curriculum change process the year after semester conversion, member of the academic senate, Member of the senate conference committee on fiscal restructuring, taught classes in Evaluating Computer Hardware and Software, Information System Resources, Project Management at the graduate level.

August 1990 to June 1991

Acting Department Head Computer Information Systems Department

Administrative responsibilities for 33 faculty members, hired and evaluated adjunct faculty, scheduled classes, counseled students and handled faculty and clerical problems.

September 1983 to August 1990

Associate Professor Computer Information Systems Ferris State University Big Rapids Michigan

Taught and developed classes in Computer Information Systems, have taught classes in Introduction to Data Processing, Data Base, COBOL, Systems Analysis, Systems Design, Systems Implementation, PC BASIC, Fortran, Microcomputers, Business Math, Programming Logic, Graduate Systems Analysis, and Application Systems, served as co-operative education coordinator for Computer Information Systems department, served on Administrative and Academic Computer Activity Steering Committee as well as other department and College of Business committees

July 1980 to August 1983

Data Systems Analyst III and Project Leader Western Illinois University Macomb, Illinois

Responsible for the design, development and implementation of an on-line student admission, registration and transcript system also Easytrieve Coordinator for the University which involved teaching this report generator to users throughout the University, used IBM 370 hardware with EDOS/VS operating system and Datacom/DB and Datacom/DC database and telecommunication monitor, NCS mark-sense scanner used as input.

June 1977 to July 1980

Data Systems Analyst II Western Illinois University Macomb Illinois

Responsible for the development of database payroll systems programs and university budget programs in addition to development activity for the Office of Institutional Research and Planning at WIU

May 1976 to June 1977

Management Analyst Programmer III Western Illinois University Macomb Illinois

Developed systems related to Unit Cost Study, Student History, University Library, Student Accounts Receivable Systems, in addition to being a member of software selection committee for report generator language. Worked with simulation models such as Resource Requirement Prediction Model Student Data Model and Personnel Data Model of NCHEMS systems.

October 1974 to May 1976

Computer Specialist Development

Advanced Logistics Systems Center Air Force Logistics Command Wright-Patterson Air Force Base, Ohio

Systems Analysis and programming for wholesale distribution system of Air Force Logistics Command. Evaluated data automation requirements, determined impact of workload, did analysis and programming, tested, debugged and implemented changes to the above system. Updated user manuals and mission procedures as required, system interfaced with over 230 other Department of Defense systems.

January 1969 to October 1974

Computer Programmer Air Force Logistics Command Wright-Patterson Air Force Base, Ohio

Programmer for various systems of the Advanced Logistics System Center applications included stock distribution and rationing, Foreign Military Sales, worked with RCA, IBM, and CDC hardware.

d. Professional Memberships

DAMA Chicago, ACM and multiple user groups within these organizations

e. Professional Meetings Attended

Each year I attend numerous conferences and seminars in the information systems field including

1. CAUSE Conference 1995 and 1996
2. Midwest Computer Conference
3. ISETA Conference 1989, 1990, 1991, 1996, 1997
4. Lilly Conference on College Teaching 1992, 1993, 1996
5. Lilly- North 2001
6. Chicago DAMA Meetings 2001, 2002

f. Papers Presented

1. Wireless LANs in Higher Education
ISECON 2001 Proceedings
November 2001 Cincinnati, Ohio
2. Use of Secondary Groups in the Interdisciplinary Classroom: A Method of Peer Assisted Learning
Proceedings of the 28th Annual Conference of the International Society for Exploring Teaching Alternatives Indianapolis, Indiana 1991
3. "A Definition of the AACSB MIS Undergraduate Course" co-author with Robert Fortune
Proceedings of the 18th Annual North American Conference of the International Business Schools Computer Users Group Omaha, Nebraska 1990

g. Publications

h. Other Research Activity

Papers Written not submitted for publication

1. HCI and Language interaction
2. Exploration of Advantages and Disadvantages of Joint Application Development Techniques Relative to the Traditional Systems Development Life Cycle Approach
3. How Do We Interpret Software Quality: Some Thoughts on Standards
4. Object-Oriented Design As Opposed to eXtreme Programming With Synergy
5. The Zachman Framework and Systems Design
6. A Survey of the Legal Aspects of Information Security
7. Word Sense Disambiguation
8. Data Warehouse Management Techniques in Higher Education
9. ATM and Gigabit Ethernet
10. Replication Servers or Two Phased Commit
11. A Discussion of Bandwidth Prioritization in Higher Education
12. SONET and Wireless Computing

i. Consulting

j. Professional Growth Activities

Served as article reviewer 2002 ISECON Conference

Served as article reviewer 2001 IRMA Conference

Served as article reviewer 2001 ISECON Conference

Reviewed numerous information systems and technology texts before publication

Workshops and Institutes

Received Certificate of Training for
Getting Up to Speed With WebCT class
May 10-12, 2005

Attended Best Practices in Web-Delivered Instruction
April 2005
Big Rapids, MI

The Data Warehouse Institute Workshop on Database Concepts
March 2004
St. Louis, MO

Lilly Conference on College Teaching -- North
Traverse City, Michigan
September 19-21, 2003

Requirements Analysis from Business Views to Architecture
By David Hay
DAMA Chicago August 21, 2002

e-Quality: Information Quality @ the Speed of Internet
By Larry English
DAMA Chicago
August 21, 2002

Ferris State University Summer Planning Summit
June 27, 2002
Grand Rapids, Michigan

You Can't Cost-Justify Architecture!
By John Zachman
Meta-Data Conference
April 28, 2002
San Antonio, Texas

Applying Quality Principles to Data Definition and Data Modeling
By Larry English
Meta-Data Conference
April 29, 2002
San Antonio, Texas

DAMA International Symposium and Meta-Data Conference
April 30-May 2, 2002
San Antonio, Texas

Educause Annual Conference
Indianapolis, Indiana
October 2001

Data Warehouse Workshop
Educause Conference
Indianapolis, Indiana

October 2001

Lilly Conference on College & University Teaching - North
Big Rapids, Michigan
September 21-22, 2001

Association for Collegiate Business Schools and Programs
ACBSP 13th Annual Conference
New York, New York
June 30-July 2, 2001

Summer Planning Summit
Ferris State University
Kendall College of Art & Design
Grand Rapids, Michigan
June 22, 2001

Data Management Association
DAMA Chicago bi-monthly meeting
Allstate Insurance
June 20, 2001

ACE Workshop
Chairing the Academic Department
San Diego, California
February 14-16 2001

Leadership Program
Educause Institute
Boulder, Colorado
June 25-29 2000

NCHEMS Management Seminar
Managing Information Technology
Saratoga Springs, New York
April 2000

NCHEMS Management Seminar
Managing Change: Implementing Planning and Budgeting Decisions
Saratoga Springs, New York
April 2000

NCHEMS Management Seminar
Linking Planning with Budgeting
Saratoga Springs, New York
April 2000

Oracle8 Database Administration
Solutech Training Center
St. Charles, Missouri
April 1999

Introduction to Oracle SQL and PL/SQL
Cincinnati, Ohio

May 1998

IBM AS/400 Advantage Workshop
Rochester, Minnesota
IBM
December 1997

Association for the Management of Information Technology in Higher Education
Boulder, Colorado
1991 CAUSE Summer Management Institute
May 1991

Michigan State University
Southfield, Michigan
Evaluating CASE Tools: Criteria for Selection and Implementation
August 1990

Information Resources
Boston, Massachusetts
Accelerated Introduction to Express (Decision Support System)
Intermediate Express
March 1990

Crowe-Chizek Inc.
South Bend, Indiana
Introduction to the Manufacturing Industry
December 1989

Michigan State University
Grand Rapids, Michigan
Workshop on End-User Documentation
August 1989

DPMA Workshop
Park Ridge, Illinois
Workshop on Computer Information Systems Curriculum Development
March 1988

Atlanta, Georgia
Digital Consulting Inc.
Workshop on Advanced Systems Analysis and Design Techniques May 1987

Baker College
Owosso, Michigan
Workshop on Systems Analysis and Design Methods
April 1987

k. Seminars Conducted for Businesses

1. Professional Presentations

1. Presented lecture on the use of Case Studies in Business Classes
March 1997 Big Rapids, Michigan

m. Institutional Service Performed

Since 1991 I have served on the following departmental committees.

1. Jones Memorial Scholarship Committee Winter 1991-92
2. Chaired the Arthur Andersen Scholarship Committee Spring 1992
3. Chaired the Department Promotion/Merit Committee 1992-93
4. Served on numerous departmental course development committees
5. CIS Graduate Program Committee 1992-96

I also served as a program advisor during semester conversion and completed over 60 Course Completion Agreements between 1992 and 1995

Since 1991 I have served on the following College Committees.

1. College Promotion/Merit Committee 1992-93
2. College Co-operative Education Committee 1992-93
3. College Curriculum Committee 1992-94 chair, 1993-94
4. College of Business Committee for Review 1996-97
5. College of Business Assessment Committee 1996-97

I was elected to the Faculty Senate in 1993 and again in 2000.

Since 1991 I have served on the following University Committees

1. University General Education Committee 2001- present
2. University Cultural Enrichment Assessment Committee 1999-2001
3. University Faculty Development Committee 1996-99
4. University Curriculum Committee 1993-95 Chair 1994-95

During my year as chair of the UCC we were able to approve over 100 curriculum change requests. Because of my position on the UCC I was also asked to serve on the conference committee for fiscal restructuring representing the Faculty Senate with two other faculty members.

5. North Central Self Study Assessment Committee 1992-93
6. Chaired the Program Review Committee for the Four Year Office Automation Program 1992-93

n. Recognition Honors

1. Received a Merit Salary Increase in 1991
2. Received a Merit Salary Increase in 1997
3. Received a Merit Salary Increase in 2001

o. Professionally related activities

1. Member of Lions Club since 1986
Have been President as well as other offices within the Big Rapids Club
Club secretary since 1997-2001
Zone Chairman 1990

VITA

a. Full Name: Nathaniel Tymes, Jr.

Rank: Associate Professor

Tenure Status: Tenured Non-tenured Tenure track Non-tenure track

Teaching Experience: 14 years

b. Educational Background

Ph.D. in Statistics
University of New Mexico Jul 2002

Master of Arts (Applied Statistics)
University Of New Mexico Dec 1998

Master of Science (Operations Research)
Air Force Institute of Technology Dec 1987

Master of Divinity
United Theological Seminary May 1985

Bachelor of Science (Mathematics and Psychology)
University of Alabama May 1981

c. Prior Experience not in Education

Sep 94 – Sep97: Senior Weapon Systems Analyst,
Office of Aerospace Studies
Duties: *Supports operational commands in conducting cost and operational effectiveness analysis. Executes scientific analysis, quantitative investigations, and computer simulations.*

Sep 91 - Sep 94: Operational Effectiveness Test Manager,
Headquarters, Air Force Operational Test and Evaluation Center
Duties: *Planned and executed tests to determine a system's operational effectiveness. Analyzed the test data using mathematical and statistical techniques.*

Apr 87 - Sep 91: Air-to-Air Vulnerability Analyst,
Aeronautical System Division
Duties: *Developed and analyzed complex models of threat aircraft for air-to-air missile analysis and vulnerability assessment.*

Oct 81 - May 85: Space System Performance Analyst,
National Aerospace Intelligence Center
Duties: *Performed detailed powered flight trajectory analysis on foreign space boosters using sophisticated mathematical techniques and classified data types.*

d. Professional Memberships

American Mathematical Society (AMS) 1999 - 2005
American Statistical Association (ASA)
Institute for Operations Research and the Management Sciences (INFORMS)
Interface Foundation of North America
Mathematics Association of America (MAA) 1999 - 2005
Society for Industrial and Applied Mathematics (SIAM) 1999-2005
Kappa Mu Epsilon (KME) Mathematics Honor Society

e. Professional Meetings Attended

Lilly Conference – North, Traverse City MI Sep 24 – 25, 2004

NCHE Conference sponsored by the American Association for Higher Education- Atlanta GA Mar 16 – 20, 2005.

The Automotive Part Suppliers Meeting in Grand Rapids – Mar 9, 2006

Statistics Career Day at Grand Valley State University sponsored by GVSU and the West Michigan Chapter of the American Statistical Association

f. Papers Presented

Capstone Model: Learning Community for Continuous Improvement.
Hettierachchy, J., Bolling, C., Cooper, M., Lyman, S., and Tymes, N.
Lilly Conference – North, Traverse City MI Sep 24 – 25, 2004

g. Publications

Efromovich, S., Lakey, J., Pereyra, M. C. and Tymes, N.,
"Data-Driven and Optimal Denoising of a Signal and Recovery of its Derivative Using Multiwavelets", IEEE Transactions on Signal Processing, vol 52, no. 3, p 1-8, (2004).

-N. Tymes (2002) "Wavelets and Multiwavelets Used in Signal Denoising", Dissertation

-T. L. Berkopec, J.D. Lakey, M. C. Pereyra and N. Tymes,
"Multiwavelets and EP Denoising", Proc. SPIE Vol. 4478, p.
230-241, Wavelets: Applications in Signal and Image Processing IX,

Andrew F. Laine; Michael A. Unser; Akram Aldroubi; Eds. (2001).

-Nathaniel Tymes and Maria C. Pereyra and Sam Efromovich, 'The Application of Multiwavelets to Recovery of Signals', *Modeling the Earth's Systems: Physical to Infrastructural, Computing Science and Statistics*, 32, 2000, pp 124-131.

Refereed

- 'Adaptive Estimation of Error Density in Nonparametric Regression with Small Sample Size' by Dr. Sam Efromovich for the Journal of Statistical Planning and Inference (2006)

- 'Universal Lower Bounds for Blockwise-Shrinkage Wavelet Estimation of a Spike' by Dr Sam Efromovich for the Journal of Applied Functional Analysis (2006)

h. Other Research Activities

Conducted a Statistics Colloquium on "Wavelets and Multiwavelets used in Signal Denoising" – April 1, 2003, College of Business, Ferris State University

i. Consulting

Member of Statistics Resource Center 2003 –

Member of the dissertation committee for Carol Rewers, a doctoral student at Capella University

Worked with Theresa Cook, Linda Plank and Amy Buse on analysis of their dissertation research

j. Professional Growth Activities

Attended a class on "Getting Up to Speed with WebCT" – winter 2005

Attended a six sigma class at the Ice Mountain plant – winter 2005

Attended Respondus 3.5 Class – winter 2006

Attended one of the Banner training workshops

k. Seminars, Training Programs, conducted for Business and Industry

l. Professional Presentations, Speeches

"A Gentle Introduction to Wavelets." Presented at the Department of Mathematics and Statistics' graduate seminar. University of New Mexico, November 1999.

"Data-Driven and Optimal Denoising of a Signal and Recovery of its Derivative Using Multiwavelets." Presented at the Department of Mathematics and Statistics' statistics seminar. University of New Mexico, November 1999

"Data-Driven and Optimal Denoising of a Signal and Recovery of its Derivative Using Multiwavelets." Presented at the Interface 2000 conference, New Orleans, LA, April 2000.

"Signal Denoising Using Multiwavelets ". Poster Session. Iowa State University. June 2001.

The Use of the Graphing calculator for Statistics. Colloquium. Ferris State University. September 2005

m. Institutional Service Performed

Academic Senate member 2003 –

Academy Policy and Standards Committee 2003 – 2004

Executive Board member Ferris Faculty Association 2003 –

Applied Statistics Team 2004 –

Student Life Committee member 2005-

Survey Committee for the FFA member 2005

General Education Committee for Scientific Understanding 2005

Coordinated the "World is Flat" discussion groups 2006

College Granting Writing coordinator 2006-

Served as emcee for both COB celebration fest 2005, 2006

Considered the unofficial social coordinator

Served on a Program Review Committee for the Operations

Management Program 2006

First Impressions

Marshal for the Graduation Ceremony 2006

Academic Senate election committee

DECA Judge 2006

n. Recognition and Honors

Listed in the 2004 edition of Who's Who in America

Listed in the 2005 edition of Who's Who in America

o. Professionally Related Community Activities

Academic Advisor of the Sigma Pi fraternity 2006 –

Mentor Lutheran Social Service 2005

p. Today's Submission Date September 5, 2007

a. Name: John Vermeer

Rank: Professor

Tenure: yes

Teaching experience:

- 1977 to 1979: Part-time instructor at Lansing Community College.
- 1979 to 1982: Part-time instructor, Ferris State College
- 1984 to 1985: Part-time instructor, Ferris State College
- 1985 to 1989: Assistant Professor, Ferris State University.
- 1989 to 1992: Associate Professor, Ferris State University
- 1992 to present: Professor, Ferris State University

b. Educational Background:

- Juris Doctor, Cooley Law School, January, 1979
- B.S. Business Administration, Ferris State College, 1974

c. Prior Experience not in Education

Practiced law from 1979 to 1985 as a full time occupation.

Private practice of law. A general practice with emphasis in the areas of criminal defense, domestic relation, real property, contracts, corporation law and other business related areas. 1979 to 1982

Mecosta County Prosecutor. During this time I not only managed the prosecutor's office for the county of Mecosta but I also maintained my own prosecution case load. My duties included the supervision and training of an assistant prosecutor a legal assistant and various secretarial staff. Furthermore, as part of my position, I was the legal advisor to the Mecosta County Board of Commissioners, the various elected county officials, the other county department heads and the Sheriffs Department. 1982 through 1984

Private practice of law. The practice was again a general one with emphasis in the areas of Criminal Defense, Domestic Relations, Real Property and Contracts. 1985

d. Professional Memberships

- Michigan Bar Association 1979 - current
- Member of the Criminal Law Section of the Michigan Bar – to 2004
- Member of the Computer Law Section of the Michigan Bar – to 2003

e. Professional Meetings attended

- Attended the AAHE conference "Learning to Change" Washington DC – March 2003
- Attended the 2002 Lilly North Conference – September 2002
- Attended the American Association for Paralegal Education Annual Conference held in Orlando Florida – October 2002

Attended the "Legal Issues and Teaching in Higher Education" forum – 1999
 Attended the "Looking to the Future Conference" on the use of Information Technologies in Education – 1999.
 Guest Speaker at the Reed City High School in March of 1999.
 Attended a Lotus Notes training session (1998)
 Attended the "THINKPAD-U" seminar held in Southfield, Michigan – 1998.
 Attended development forum entitled: "Lectures: Interactive vs. Unilateral and Frames for taking Notes." 1997
 Attended the training session on "Hyper Studio" – 1997
 Attended a panel discussion on "On-line Education" – 1997.
 Participated in the "Choice of Entity Seminar" –1997.
 Presented a "Tenant's Rights Seminar" held in Pickell Hall – 1997
 Presenter at the American Culinary Federation, All State Meeting, held in Traverse City, Nov., 1997
 Topic: Hospitality Law – Potential Liabilities
 Attended the WebCT software workshop – 1997
 Attended the showing of the videoconference, "Teaching With Style" – 1997.
 Forty hour training on "Dispute Resolution" in Grand Rapids at the Dispute Resolution Center of West Michigan.
 Microsoft Higher Education Seminar in Detroit. (1995)
 Inservice training on "The administration and interpretation of the Holland Career Inventory. (1995)
 ISYS 105 Ferris computer course - 1996. A second follow-up course taken in 1997.
 Keep current through reading of, among others:
 Michigan Lawyers Weekly
 Legal Assisting Today Magazine
 The Chronicle of Higher Education
 Wall Street Journal

- f. Papers presented
- g. Publications
- h. Other Research Activity
- i. Consulting
 - Professional Consultant to Hamtech, Inc. of Big Rapids - current
 - Risk Manager for one of the largest Churches in the community 2004 - present
- j. Professional Growth Activities
 - Developed WebCT BLAW 321 Contracts and Sales class - 2003
 - Attended one week CTLFD seminar on "Building Community in the Classroom" - July 2002
 - Attended four day CTLFD seminar on "Using Assessment and Grading as Tools to Promote Student Learning" - June 2002

Attended seminar on "Control, Conflict and Courseware: Intellectual Property in Online Education" - 2001

Attended "Using Case Studies in Your Instruction" workshop - 2000

Attended the "Legal Issues and Teaching in Higher Education" forum - 1999

Attended the "Looking to the Future Conference" on the use of Information Technologies in Education - 1999.

Participated in the trial run of "The Business Strategy Game - A Global Industry Simulation" - 1999

Presenter at the panel discussion for new FSU faculty "Understanding Our Student Population: Teaching and Advising at Ferris State." 1998

Attended a Lotus Notes training session (1998)

Attended the "THINKPAD-U" seminar held in Southfield, Michigan - 1998.

Attended development forum entitled: "Lectures: Interactive vs. Unilateral and Frames for taking Notes." 1997

Attended the training session on "Hyper Studio" - 1997

Attended a panel discussion on "On-line Education" - 1997.

Participated in the "Choice of Entity Seminar" - 1997.

Attended the WebCT software workshop - 1997

Attended the showing of the videoconference, "Teaching With Style" - 1997.

Forty hour training on "Dispute Resolution" in Grand Rapids at the Dispute Resolution Center of West Michigan.

ISYS 105 Ferris computer course - 1996. A second follow-up course taken in 1997.

Keep current through reading of, among others:

Michigan Lawyers Weekly

Legal Assisting Today Magazine

The Michigan Advance Sheets

Computer Law Journal

Case and Comment

The Michigan Bar Journal

The Hospitality Law Journal

The Chronicle of Higher Education

The Paralegal Educator

Wall Street Journal

Business Week

T.H.E. Journal

Law Office Computing

k. Seminars, Training Programs, conducted for Business and Industry

Presenter at the American Culinary Federation, All State Meeting, held in Traverse City, Nov., 1997 Topic: Hospitality Law - Potential Liabilities

l. Professional Presentations, Speeches

Panel presenter for new faculty training on Teaching at FSU - Topic "Grade Inflation" August 2003

Presenter at the FSU "Critical Thinking Workshop" - May 2003

Panel discussant for CLTFD's new faculty orientation August 2002.

Presenter at the panel discussion for new FSU faculty, Fall of 2001. Topic: "Classroom management and instructional methods"

Presenter at the panel discussion for new FSU faculty "Understanding Our Student Population: Teaching and Advising at Ferris State." Yearly from 1998 – 2003

Presenter/facilitator at the 12th International Conference on Creativity in Colleges and Universities held in Midland Michigan 2001. Topic: Creative Collaboration: Building Partnerships for Change, Challenge 7 – "How to create a yearly campus event that will enhance students' ties to their program and college/university"

Speaker at the "New SLA Faculty Training Program" - 2001

Speaker at the "New SLA Faculty Training Program" – 1999

Guest Speaker at the Reed City High School in March of 1999.

Guest Speaker for the BUSN 122 Career Day 1997.

Presented a "Tenant's Rights Seminar" held in Pickell Hall – 1997

Presenter at the American Culinary Federation, All State Meeting, held in Traverse City, Nov., 1997 Topic: Hospitality Law – Potential Liabilities

m. Institutional Service Performed

Advisory board member on the Faculty Center for Teaching and Learning 2004-05

Participated in the Media Production Focus Group Discussion February, 2005

Member, Presidents Task Force on Professional Development. Fall 2004

Stock Market Contest – conceived of, developed and implemented a real-time Stock Market contest for COB students and faculty. Fall 2004

Member, Legal Studies Advisory Board - Continual

Curriculum and Assessment Committee Fall 2004

College Curriculum Committee 2004 - 2005

Senator representing the COB to the Academic Senate 2000 – 2005

Appointed to the Faculty Athletic Advisory Committee 2003 - 2005

Summer Session Review Committee - 1998 - present

Spaghetti Bridge Building Contest – conceived, developed, and initiated the contest for high school students as a marketing tool for FSU. I continue to be involved in the planning and implementation as it moves into its' seventh annual event for March 2006.

Sat as Chair of the Management Department, College of Business from May 2001 to May 2003.

Traveled to France and Lichtenstein with the Academic VP, COB Dean, and the Director of Office of International Affairs – signing of articulation agreements with two sister universities - April 2002

Participant in the Ferris State University annual Summer Planning Summit - 2001

Co-Chair, criteria five, NCA re-accreditation committee 1999-2001. This was part of a team that ultimately led to a 10-year reaccreditation (last time it was only for 7 years).

Web based Instructional Policy –ad hoc committee – 2000-01

Information Technology Council Committee – 1999/00 and 2000/01

College of Business Dean Search Committee – 1999-2001

College Of Business representative to the Teaching, Learning and Technology Roundtable – 1999/00.

VITA

October 27, 2005

- a. Name:** Elies Kouider
Rank: Associate Professor
Tenure: Tenure Track

Teaching experience:

2003-Present Associate Professor

Department of Accounting, Finance, Economics, and Statistics, Ferris State University

Teaching twelve credit hours of introductory statistics (STQM 260) per semester.

1996-2003 Associate Professor

Department of Statistics, United Arab Emirates University

Taught twelve credit hours per semester and six in summer. Courses taught are: Statistics in Business (1) & (2), Quantitative Methods in Business, Regression and Correlation Analysis, Statistical Distributions, Statistical Inference, Principals of Probability, Non-Parametric Statistics, Statistical Quality Control, Statistical Packages and Data Analysis, Categorical Data, Sampling Techniques, and Practical Training. Almost all of the courses are taught in the lab or laptops using one or more of the following packages: Minitab, Excel, SPSS, Blackboard, and PowerPoint.

1995-1996 Assistant Professor

Department of Mathematics and Statistics, Bowling Green State University

Taught fifteen credit hours during fall semester and ten during spring of calculus for business and algebra and trigonometry.

Department of Mathematics and Computer Science, University of Findlay

Taught two courses of introductory statistics per semester.

Department of Mathematics, Washtenaw College

Teaching one course of calculus in summer term.

1990-1995 Teaching Assistant

Department of Mathematics and Statistics, Bowling Green State University

Taught mathematics courses ranging from intermediate algebra to calculus.

1987-1990 Teaching Assistant

Department of Mathematics and Department of Probability and Statistics, Michigan State University

Taught mathematics and statistics courses ranging from intermediate algebra to statistics.

Summer 1989 Instructor

Project Choice, Michigan State University

Taught mathematics to high school students of 9th-12th grade.

1988-1989 Instructor

Department of Management Science, Western Michigan University

Taught quantitative methods in summer and three courses of statistics in fall.

1985-1988 Teaching Assistant

Department of Management Science, Michigan State University

Taught management science courses for senior students.

b. Educational Background

PhD in Statistics, *Bowling Green State University, USA, August 1995.*

M.S. in Statistics, *Michigan State University, USA, June 1985.*

B.S. in Mathematics, *University of Science and Technology at Algiers, Algeria, September 1982.*

c. Prior Experience not in Education

d. Professional Memberships

- Membership of the International Biometrical Society.
- Member of TIES: The International Environmectics Society.
- Member of ASA: the American Statistical Society.
- Member of the Consortium for the Advancement of Undergraduate Statistics Education.
- Member of the Multimedia Educational Resources for Learning and Online Teaching.
- Member of Ferris Faculty Association
- Member of the Michigan Faculty Association
- Member of the National Education Association
- Member of the Statistical Society of Canada

e. Professional Meetings attended

- Will attend and present in the 2006 Hawaii International Conference on Statistics, mathematics, and Related Fields, Honolulu, Hawaii, January 16-18, 2006.
- Organized and attended (or will attend) all the monthly College of Business colloquia 2005-2006.
- Have attended the "Statistics Career Day" on October 14, 2005, at GVSU, Allendale, MI.
- The Fifth Annual Lilly North Conference on College Teaching and Learning: "Teaching so Everyone Learns" at Traverse City on September 16-18, 2005.

- The Thirty third annual conference of the Statistical Society of Canada, Saskatoon, Canada, June 12-15, 2005.
- The United States Conference on Teaching Statistics (USCOTS) at Ohio State University, Columbus, Ohio, May 20-21, 2005.
- Workshop on "Teaching Statistics with Internet Resources" given by *Roger Woodard* and *Ginger Rowell* and sponsored by the Consortium for the Advancement of Undergraduate Statistics Education (CAUSE). Columbus, Ohio, May 19, 2005.
- Organized and attended all the monthly College of Business colloquia 2004-2005.
- The Fourth Spring Learning Institute 2005, "Best Practices in Web-Delivered Instruction", April 21, 1:00-5:00 pm, FSU.
- The Fourth Lilly North conference on College teaching: Creating community for Teaching and Learning", September 24-26, 2004, Park place Hotel, Traverse City, Michigan.
- The 2004 Hawaii International Conference on Statistics and Related Fields, Honolulu, Hawaii.
- Third Spring Learning Institute 2004, April 2, 2004 at Ferris State University, Rankin Center.
- The 16th annual Lilly Conference on College and University Teaching West: Creating Community for Teaching and Learning", March 19-20, 2004, Kellogg Center, California State Polytechnic University, Pomona, California.
- Conference jointly organized by CBE at UAE University and Islamic Development Bank-Jeddah KSA entitled "Financial Development in Arab Countries", UAE 2003.
- Attended biannual conferences organized by the College of Business and Economics at UAE University. (1996-2002).
- The International Environmetrics Society (TIES) Conference, Portland, Oregon, 2001.
- Thirty Fourth annual Conference ISSR, Cairo, Egypt, 1999.
- Attended symposia organized yearly by the department of Mathematics and statistics at Bowling Green State University. (1990-1996).

f. Papers presented

- Elies Kouider, Mohammed A. El-Saidi, Michael C. Cooper, and Nathaniel Jr Tymes (2005), "Estimating simple linear regression model parameters using two-stage ranked set sampling schemes", The Thirty third annual conference of the Statistical Society of Canada, Saskatoon, Canada.
- Kouider, E. and Al-Shboul Q.M. (2004), "Best linear invariant estimators using both double ranked sampling and a modified ranked set sampling procedures", *The 2004 Hawaii International Conference on Statistics and Related Fields, Honolulu Hawaii, U.S.A.*

- Al-Shboul, Q.M. and Kouider, E. (2004), “Best linear unbiased estimators using both double ranked sampling and a modified ranked set sampling procedures” *The 2004 Hawaii International Conference on Statistics and Related Fields, Honolulu Hawaii, U.S.A.*
- Kouider, E. and Al-Shboul Q.M. (2003), “Estimation of Parameters of the Weibull and Log-Logistic Distributions Using a Modified Ranked-Set Sampling Technique”, *The 2003 Hawaii International Conference on Statistics and Related Fields, Honolulu Hawaii, U.S.A.*
- Raqab, M.Z., Kouider, E., and Al-Shboul Q.M. (2001), “Best linear Invariant Estimators Using Ranked Set Sampling Procedure with Reference to Imperfect Ordering: Comparative Study”, *The International Environmetrics Society (TIES) Conference, Portland, Oregon, U.S.A.*
- Kouider, E. and Charif, H. (1999), “Mode Based Ranked-Set Sampling”, *Thirty Fourth annual Conference ISSR, 4-6 December, 1999, Vol. 34(2).*

g. Publications

- Kouider, E. and Al-Shboul Q.M. (2004), “Best linear invariant estimators using both double ranked sampling and a modified ranked set sampling procedures”, *The 2004 Hawaii International Conference on Statistics and Related Fields, Honolulu Hawaii, U.S.A.*, Proceedings under ISSN # 1550-3747.
- Al-Shboul, Q.M. and Kouider, E. (2004), “Best linear unbiased estimators using both double ranked sampling and a modified ranked set sampling procedures” *The 2004 Hawaii International Conference on Statistics and Related Fields, Honolulu Hawaii, U.S.A.*, Proceedings under ISSN # 1550-3747.
- Kouider, E. and Al-Shboul Q.M. (2003), “Estimation of Parameters of the Weibull and Log-Logistic Distributions Using a Modified Ranked-Set Sampling Technique”, *The 2003 Hawaii International Conference on Statistics and Related Fields, Honolulu Hawaii, U.S.A.*, Proceedings.
- Kouider, E. (2002), “Estimating simple Linear Regression Parameters Using Double Ranked Set Sampling”, *Egyptian Statistical Journal*, Vol.46(2), 106-117.
- Abu-Dayyeh, W., Samawi, H. and Kouider, E. (2002), “Weighted Extreme Ranked Set Sample for Skewed population”, *Calcutta Statistical association Bulletin*, Vol. 53(209-210), 53-63.
- Kouider, E. (2002), “Least-Squares Estimation of Pareto Parameters by Judgment Ordered Ranked-Set Samples”, *Advances and Applications in Statistics*, Vol. 2(2), 101-117.
- Raqab, M.Z., Kouider, E., and Al-Shboul Q.M. (2002), “Best linear Invariant Estimators Using Ranked Set Sampling Procedure: Comparative Study”, *Computational Statistics and Data Analysis*, Vol. 39(1), 97-105.
- Kouider, E. and Charif, H. (2001), “Mode Ranked Set Sampling”, *Far East Journal of Theoretical Statistics* 5(1), 143-157.

- Kouider, E. and Chen, H. (1999), "An Exact Procedure for Testing for Lack-of-Fit Without Replicates", *Egyptian Statistical Journal*, Vol. 43(2), 183-192
- Kouider, E. and Chen, H. (1995), "Concavity of Box-Cox Log-Likelihood Function", *Statistics and Probability Letters* **25**, 171-175.
- Kouider, E., (August 1995), "Concavity of Transformed Log-Likelihood Functions and On Lack-of-Fit Tests". *Dissertation*, Supervised by Dr. Hanfeng Chen.

h. Other Research Activity (Ongoing Research)

- Kouider, E., "Designing optimal two-stage ranked set sampling schemes to achieve best linear estimators of population parameters".
- Kouider, E., "Concavity of Transformed Log-Likelihood Functions Under Box-Cox and Modulus Transformations".
- Kouider, E., "A Procedure Using Weights for Testing for Lack-of-Fit".

i. Consulting

- Consultation on how to estimate parameters of the power distribution in the PhD dissertation of Laksma Tirtohadhi.
- Consultation and Revision of a portion of the proposal of the dissertation "Data Mining: Clustering" of Samir Tout, a PhD student.
- Member of the Applied Statistics Team in the College of Business at Ferris State University.
- Member of the Statistics Support Center in the College of Business at Ferris State University.
- Member of the consulting unit team of the department of statistics. The unit serves the students, UAE University faculty members, and other entities that need statistical consulting. (1996-2003)

j. Professional Growth Activities

I have attended the following workshops to improve my teaching effectiveness:

- New-to-Ferris Faculty Transition Program August 18-21, 03.
- Biweekly meetings for the new faculty development organized by Terry Doyle.
- Monthly COB professional development meeting.
- Eight-week "WebCT" workshop organized by Kimn Carlton-Smith 09-10-03 through 10-29-03. I started using the WebCT in my classes while I was attending the workshop.
- "Capabilities of Banner" 09-18-03
- "Writing Effective Test Questions" by Terry Doyle, 09-30-03.
- "Humor in the Classroom" by Terry Doyle, 10-17-03.
- "Writing Rubrics" by Terry Doyle, 10-22-03.

- “Real World Discussion Model” by Terry Doyle, 10-28-03.
- “Web Focus”, presentation given on 10-30-03.
- “Teaching and Student Retention” by Terry Doyle, 11-7-03
- “The Art of Changing the Brain” by Terry Doyle, 11-14-03
- “e-Instruction”, Arlyn Boorsa gives a demonstration of his product. The product would allow students to respond to multiple choice questions in class using a remote control. 12-04-03
- Sessions attended at the “Third Spring Learning Institute 2004”, Full day workshop on Friday April 2, 2004 at Ferris State University, Rankin Center.
 - 1.Face-to-face and online discussion: amazing similarities and intriguing differences by *Tisha Bender*
 - 2.Guerrilla tactics: strategies for engaging your students in discussion by *Anne Marie Gillespie*
 - 3.Learner-centered motivation by *Terry Doyle*
- “Accreditation”, 04-26-04
- Have attended a seminar presented by Professor Kilman Shin on November 16, 2003
- Sessions attended at “The 16th annual Lilly Conference on College and University Teaching West: Creating Community for Teaching and Learning”, March 19-20, 2004, Kellogg Center, California State Polytechnic University, Pomona, California. The conference was supported fully by the Center for Teaching, Learning and Faculty Development.
 - 1.Building an online learning community by *Rafael Gomez*
 - 2.Traditional instruction versus computer-based instruction: instructor and student perspectives by *Jan Eighme*
 - 3.Designing multi-intelligent technology-enabled instruction by *Benay Dara-Abrams*
 - 4.Solving problems and seizing opportunities with faculty and professional learning communities by *Milton D. Cox* and *Laurie Richlin*
 - 5.Improving teaching through study groups and partnerships by *Penny L. Boileau*
 - 6.Poster session included different topics
 - 7.Creating a positive learning environment through mindful teaching by *Todd Zakrajsek*
 - 8.The impact of homework on student performance by *Lei Zhou*
 - 9.Critical thinking and the college freshman by *Sharon Gorman*

10. An innovative problem-based learning approach to teaching by *Robert Neeves* and *Michelle Provost-Craig*
 11. Major findings on the current research on the brain and learning by *Terry J. Doyle*
 12. Integrating the arts across the curriculum by *Jeffrey J. Wanko*
- Refereed the paper entitled by “Interval estimation of the common lognormal mean of several populations” (2004) submitted to the JPSS Journal.
 - Submitted a proposal “Introduction to functional set theory and its principles: fusion of statistics and syntax” to the NSF with the principle investigator Djamel Bouchaffra, Oakland University.
 - Sessions attended at the “2004 Hawaii International Conference on Statistics, Mathematics and Related Fields” that will be held from June 9 to June 12, 2004 at the Sheraton Waikiki Hotel, Honolulu, Hawaii.
 1. Collecting Data Sensibly: sampling and experimentation by *Roxy Peck*
 2. Sampling distributions: the logistic of inference by *Roxy Peck*
 3. Statistical inference: drawing conclusions from data by *Roxy Peck*
 4. Fathom statistics: a sample problem used with pre-service elementary mathematics students by *Nancy Priselac* and *Stephen Priselac*
 5. The meaning of ‘mean’: teacher perception of student understanding within a college statistics course by *Steven Tuckey*
 6. Using technology to enhance learning outside a statistics classroom by *Asoka Ramanayake*
 7. Asymptotic minimax bounds for estimators of parameters in a locally asymptotically mixture of normal experiments under asymmetric loss by *Debasis Bhattacharay*
 8. The hat-matrix and influential observations: a fresh look by *Badiollah Asrabadi*
 9. Exceling with statistics by *Elizabeth Clarkson* and *Sue Neal*
 10. Semi-Markov model for an unreliable server and service with priority by *Yuri Langer*
 - Sessions attended at “The fourth Lilly North conference on College teaching: Creating community for Teaching and Learning”, September 24-26, 2004, Park place Hotel, Traverse City, Michigan. The conference was supported fully by the Center for Teaching, Learning and Faculty Development.
 1. Reflections on teaching and learning by *James Eison*
 2. Online course development and delivery: lessons learned by *Joseph Tan*
 3. A comparison of student performance in an online versus traditional course by *Mukasa Ssemakula*

4. Two poster sessions of different topics
 5. Communication in an online course by *Kathy Saville*
 6. Facilitating online threaded discussions by *Deborah Moscardelli*
 7. Creating a synchronously virtual learning community by *Mary Brady*
 8. Using online testing to encourage learning by *Ronald garrett*
 9. Improving the design of online classes: why students should not be given complete control over their learning by *Lana Ivanitskaya and Michael Kennedy*
 10. How students learn: strategies for teaching from the psychology of learning by *Todd Zakrajsek*
 11. Teaching with multimedia: do bells and whistles help students learn by *Terry Hallett*
 12. Fast but fair methods to grade writing by *Linda Nilson*
- Gave a presentation on “On Ranked Set Sampling” at the COB colloquium, December 2, 2004.
 - I went on a field trip with Steve Lyman and Laura Dix and some students for a tour at the Ice Mountain Company. The tour was beneficial since there was an interaction between the faculty and the students. We have seen how quality and process control is used along the production lines from the raw material to the product.

I have attended all the low-threshold activities and Flash workshop during winter 2005:

- Converting MS Word to HTMLs – Learn how to prepare Word documents for conversion to Web documents without losing essential formatting – by *Bill Knapp* - 02-01-2005.
- Converting PowerPoint to HTML – Simplifying the process of converting and delivering PowerPoint presentations on-line – by *Bill Knapp* - 02-08-2005.
- Digital Imaging for the Web – A simplified approach to converting and sizing images for the Web using MS Word – by *Bill Knapp* - 02-15-2005.
- Download Video Editing using Windows Movie Maker – Create short video clips using WMM a video editor bundled with Windows XP – by *Bill Knapp* - 02-22-2005.
- Merlot.Org – Ready-to-use high quality, sharable content for your WebCT course – by *Bill Knapp* - 03-01-2005.

Flash Workshop Completed

- Introduction to Macromedia Flash – Becoming acquainted with the Flash User Interface – Sample Applications – by *Bill Knapp* - 03-15-2005.
- Drawing in Flash – Creating and exporting vector images in Macromedia Flash – by *Bill Knapp* - 03-22-2005.

- Frame-by-frame Animation in Flash – Using the Flash timeline to create frame-by-frame animation files – by *Bill Knapp* - 03-29-2005.
- Flash: Motion Tweening – Automating motion animation – by *Bill Knapp* - 04-12-2005.
- Flash: Shape Tweening – Automating shape animation – by *Bill Knapp* - 04-19-2005.
- Flash: Interactivity – Bringing it all together to create interactive animated applications – by *Bill Knapp* - 04-29-2005.

- I have attended the following sessions during the Fourth Spring Learning Institute 2005, “Best Practices in Web-Delivered Instruction”, April 21, 1:00-5:00 pm, FSU.
 1. “Appropriate Technologies in Web-Delivered Instruction” by *Douglas Fonner*
 2. “Best Practices in Web-Delivered Instruction” by *Bill Knapp* and *Randy Vance*
 3. “Long Distance Tools and Techniques” by *Nancy Peterson-Klein*
 4. “Maximizing Online Discussion” by *Kimn Carlton-Smith*

- Have completed a workshop on “Teaching Statistics with Internet Resources” given by *Roger Woodard* and *Ginger Rowell* and sponsored by the Consortium for the Advancement of Undergraduate Statistics Education (CAUSE). Columbus, Ohio, May 19, 2005.
- At the end of the workshop each team presented a poster during a spotlight session of the USCOTS conference May 20-21, 2005..

I have attended the following sessions at the United States Conference on Teaching Statistics (USCOTS) at Ohio State University, Columbus, Ohio, May 20-21, 2005.

1. Plenary session on curriculum “Statistics for all: Nearer our destination or slip sliding away?” by *Richard Scheaffer* and *Ann Watkins*.
 2. Spotlight on curriculum “What’s on your statistics syllabus, what’s not, and why?”
 3. Turn your classroom into a research lab by *Jhon Holcomb*, *Mark Earley*, *Rich Alldredge*, and *Sterling Hilton*.
 4. Plenary session on pedagogy “How did teaching introductory statistics get to be so complicated?” by *Roxy Peck*.
 5. Carving out the beautiful introductory statistics course (what not to teach and when not to teach it) by *Paul Velleman*.
 6. Technology demonstrations: TI Navigator with *Randy Miller*.
 7. It’s all about you: using student-centered data and student data projects to motivate learning of statistics by *Rob Gould*.
-
- I have presented a paper entitled “ Estimating simple linear regression model parameters using two-stage ranked set sampling schemes” by

Elies Kouider, Mohammed A. El-Saidi, Michael C. Cooper, and Nathaniel Jr Tymes at the Thirty third annual conference of the Statistical Society of Canada, Saskatoon, Canada, June 12-15, 2005.

During the conference, I have also attended the following sessions:

1. Welcoming notes and special session by *Nancy Reid, Peter MacKinnon, JoAnne Dillon, and Jim Basinger*
2. "Deterministic and Statistical models for turbulence: what could burgers have said to Kolmogorov?" by *Barbara Keyfitz*
3. "How and how well do we train future consultants?" by *Janette O'Hara Hines*
4. "The power of a baseline investigation I" by *Jock MacKay and Stefan Steiner*
5. "The power of a baseline investigation II" by *Stefan Steiner and Jock MacKay*
6. "Control charts for monitoring process mean and variability simultaneously" by *Gemai Chen*
7. "On approximating the distribution of a statistics for detecting serial correlation" by *Deepak Sanjel, Serge Provost, and Ian MacNeill*
8. "Asymptotic properties of quasi-maximum likelihood estimator of ARMA(P,Q)-GARCH(P,Q)" by *Pingguo Lu and Hao Yu*
9. "A consistent test for independence between two infinite order co-integrated series" by *Chafik Bouhaddioui and Jean-Marie Dufour*
10. "Minimum Hellinger distance estimation for a nonparametric mixture model" by *Rohana Karunamuni and Jingjing Wu*
11. "Second-order least squares estimation in nonlinear regression" by *Alexandre Leblanc and Liqun Wang*
12. "A multivariate generalization of the Hodges-Lehmann estimator" by *Shojaeddin Chenouri*
13. "Estimation of regression parameters: Parallelism restrictions" by *Bashir Khan and A.K.Md E Saleh*
14. "Panel event history data with incompletely observed variables" by *Bethany Giddings, Richard Cook, and Grace Yi*
15. "Application of tw-phase sampling in education survey in Tehran" by *Taraneh Abarin*
16. "Sampling Issues in national HIV behavioral surveillance of injecting drug users" by *Myron Katzoff, Lillian Lin, and Michael Monsour*
17. "A unified approach for minimax estimation of a bounded parameter" by *Wolfgang Bischoff*
18. "Shape restricted estimation in the search for dark matter" by *Michael Woodroffe*
19. "Estimation of the proportion p for a Binomial(n,p) distribution when p is near 0.5" by *Francois Perron*
20. "Bootstrapping in complex surveys" by *Randy Sitter*

Have attended the following breakout sessions on August 24th during the kick-off week of 2005-2006:

1. "Make Course Assessment More Effective" by *Robert VonderOsten*.
2. "Enhancing Teaching and Learning with Media" by *Sharon Hamel, Jeff Gabalis, Steve Cox, and Anthony Ferrara*.

Attended the Fifth Annual Lilly North Conference on College Teaching and Learning: "Teaching so Everyone Learns" at Traverse City on September 16-18, 2005. I have attended the following sessions:

1. "Reflections on teaching and learning" by *Milt Cox, Laurie Richlin, and Todd Zakrajsek*
 2. "Unleashing your creative potential" by *Don Perini*
 3. "Too much teaching , not enough learning, too little fun" by *Stephen DiCarlo*
 4. "Teaching so that everyone is active" by *Karl Smart*
 5. "Reality in online teaching" by *Sue Slick, Dayle Upham, and Patricia Shaw*
 6. "Teaching so everyone learns and learning styles" by *Denise Mitten*
 7. "The learner-centered community at FSU" by *Susan Jones, Terry Doyle, Meral Topcu, and Jay Hettiarachchy*
 8. "Managing away your work overload" by *Linda Nilson*
 9. "Online teaching versus online learning", poster session, by *Jay Hettiarachchy*
 10. "Who wants to be a millionaire?" by *Philip Lundquist and Ming Zhang*
 11. "Instructional design of online courses for today's academically diverse student population" by *Mary Brady*
 12. "Using Classroom assessment techniques to promote student learning" by *Barbara Millis*
- Participated in a small group discussion "What do we value at Ferris?" with president *Eisler* on September 19, 2005.
 - Have attended the "Statistics Career Day" on October 14, 2005 10:00am-3:00pm, at GVSU, Allendale, MI.
 1. Exhibitions from different institutions.
 2. Talk by keynote speaker Fritz J. Scheuren, President of the American Statistical Association
 3. "Marketing Research" by Lila Krueger, Marketing research consultant, Foremost Insurance Company
 4. "Statistical Career Opportunities in the Pharmaceutical Industries" by John N. Quiring, President, QST Consultations, LTD.

5. "A Day in the Life of a Statistician at MDEQ" by Sarah L. Hession, Statistician Specialist, Michigan Department of Environmental Quality.

k. Seminars, Training Programs, conducted for Business and Industry

- Organizing the monthly College of Business colloquia, 2005-2006.
- Organizing the monthly College of Business colloquia, 2004-2005.
- Conducted a workshop to help officers of the UAE Ministry of Interior understand statistics. The workshop was held from May 4 through May 7, 2002. It included data analysis using Excel.
- Conducted a workshop to help mathematics instructors at Zayed Second Military College (UAE) introduce a course in statistics. The workshop was held from May 7 through May 9, 2000. It included data analysis using Minitab.

l. Professional Presentations, Speeches

- On Ranked Set Sampling, COB colloquium at FSU, December 2, 2004.
- Best linear Invariant Estimators Using Ranked Set Sampling Procedure: Comparative Study, *United Arab Emirates University*, (2002).
- Mode Ranked Set Sampling, *United Arab Emirates University*, (2001).
- On Lack-of-Fit Tests without Replicates, *United Arab Emirates University*, (1997).
- Concavity and On Lack-of-Fit Tests, *Winona State University*, (1996).
- On Process Capability Indices, *Bowling Green State University*, (1995).

m. Institutional Service Performed

- Organized the COB monthly colloquia, during academic year 20005-2006.
- Organized the COB monthly colloquia, during academic year 20004-2005.
- Organized a series of workshops for CBE students at UAE University entitled:
 - Time management
 - Decision Making: How to choose the right major
 - What's next after graduation?
 - Adobe Photoshop
 - SPSS
- Organized two field trips for CBE at UAE University students to:
 - Books Exhibition
 - Stock Market

n. Recognition and Honors

- Awarded a certificate of teaching recognition from the graduate college, *Bowling Green state University*, 1995.
- Awarded teaching and research assistantship from *Bowling Green State University*, 1990-1995.
- Awarded teaching assistantship from *Michigan State University*.
- Awarded a scholarship for M.S. program from the *Ministry of Higher Education, Algeria*.

**o. Professionally Related Community Activities
Academic Year 2005-2006**

- Member of the Academic Senate.
- Member of the Senate: Academic Policies and Standards Committee.
- E-Board member of Ferris Faculty Association
- Member of the Diversity Incidents Team (DIT) at Ferris University.
- Member of the COB Recruiting and Retention Committee meets biweekly.
- Member of the Curriculum Assessment Team at COB.
- Advisor of the MSA organization at Ferris.
- Advising COB students.
- Member of the Consortium for the Advancement of Undergraduate Statistics Education.
- Member of the Multimedia Educational Resources for Learning and Online Teaching.
- Member of Ferris Faculty Association
- Member of the Michigan Faculty Association
- Member of the National Education Association
- Member of the Statistical Society of Canada
- Referee for the Journal of Probability and Statistical Science
- Participated on August 25, 2005 8:30am-12:00 noon in the “ACBSP Accreditation and Quality Improvement Update” organized by Van Edgerton
- Attended the “International Students Meeting” in the Dome Room of Rankin Center, on September 23, 2005, 3:00-5:00 pm.
- Participated in the first impression day.
- Attended the kick-off-day during the first week.
- Attended the first annual COB celebration fest.
- Attending the monthly scheduled departmental meetings.
- Attending the monthly scheduled college meetings.
- Member of the Applied Statistics Team (AST) at the COB: I initiated the idea to make the Statistics Support Center (SSC) a source to provide statistical consulting to all faculty, staff and administrators at Ferris to support and promote statistically sound research.
- The AST has been working continuously to final stages of a Data Mining certificate.

- In the process of refereeing a paper for the Journal of Probability and Statistical science entitled “On the BLUE of the Population Mean for Location and Scale Parameters of Distributions Based on MERSS”.
- In the process of refereeing a paper entitled “On Ranked Set Sampling” by Freiwan to be included in a textbook “Ranked Set Sampling” by Ahsanullah and Raqab.
- Advising Laksma Tirtohadi on how to estimate parameters of the power distribution in his PhD dissertation.
- Responsible for scheduling, advertising, and running the presentations of the College of Business colloquium that promotes research/scholarship/innovation. This is the schedule of the fall 2005:

Academic Year 2004-2005

- Member of the Senate Academic Policies and Standards Committee.
- Member of the Diversity Incidents Team (DIT) at Ferris University.
- Member of the COB Recruiting and Retention Committee meets biweekly.
- Member of the Data Collection and Management Committee created for accreditation and volunteered to work as a liaison between the committee and the Faculty and Staff Development.
- Member of the Consortium for the Advancement of Undergraduate Statistics Education.
- Member of the Multimedia Educational Resources for Learning and Online Teaching.
- Member of Ferris Faculty Association
- Member of the Michigan Faculty Association
- Member of the National Education Association
- Member of the Statistical Society of Canada
- Advisor of the MSA organization at Ferris.
- Advising COB students.
- Referee for the Journal of Probability and Statistical Science
- Attended the Honor Student Reception in the COB on 09-30-04.
- Attended the fall 2004 and winter 2005 commencements.
- Participated in two PBO days.
- Attended all monthly scheduled departmental meetings.
- Attended all monthly scheduled college meetings.
- Attended the kick-off-day during the first week.

- Member of the Applied Statistics Team (AST) at the COB: I initiated the idea to make the Statistics Support Center (SSC) a source to provide statistical consulting to all faculty, staff and administrators at Ferris to support and promote statistically sound research.
- The AST has been working very hard since last year to establish a sound Data Mining program and certificate. The program has been thoroughly discussed and currently being in the final stages.
- Helped creating a Data Mining course (STQM 200) that I will be teaching during winter 2005 if students register.
- Worked very hard along with the AST to customize the textbooks of STQM 260 and STQM 322 used by all instructors.
- Revised a portion of the proposal of the dissertation “Data Mining: Clustering” of Samir Tout, a PhD student.
- Responsible for scheduling, advertising, and running the presentations of the College of Business colloquia that promotes research/scholarship/innovation for the academic year 2004-2005.

Academic Year 2003-2004

- Bi-weekly meetings of the statistics group: Have contributed to the possible statistics minors and majors of Data Mining.
- Have contributed to the outcome measures of STQM 260: Introduction to Statistics and STQM 322: Inferential Statistics. Input was submitted to Professor Mike Cooper.
- Initiated the idea of a consulting statistical center “Statistics Resource Center” devoted to help faculty, staff, and students in the College of Business. Scheduled hours were devoted to students needing help in statistics as well as faculty. Have sent a flyer to all faculty and staff to introduce them to the SRC.
- Attended all monthly scheduled departmental meetings.
- Attended all monthly scheduled college meetings.
- Attended two scheduled meeting with Dean David Nicol one in each of the fall and winter semesters of 2003/04.
- Attended a scheduled meeting with President David L. Eisler on 10-2-03.
- Attended the Honor Student Reception of the College of Business.
- Attended the “Safety Training”, 11-12-03, West Campus Community.
- Participated in a PBO during winter 2004.
- Attended the May commencement 2004
- Conducted a workshop to help officers of the UAE Ministry of Interior understand statistics. The workshop was held from May 4 through May 7, 2002. It included data analysis using Excel.

- Conducted a workshop to help mathematics instructors at Zayed Second Military College (UAE) being introduced to a course in statistics using Minitab. The workshop was held from May 7 through May 9, 2000.

VITA

A. Name: Gayle Sowles Lopez

Rank: Assistant Professor

Tenure: Non-Tenure

Teaching Experience: Ferris State University full-time faculty since Fall 2001. Tenure track Assistant Professor – Fall 2004. Teaching Business Law and Legal Studies courses which include the following: BLaw 321 Contracts and Sales, BLaw 301 Legal Environment of Business, HOMT 403 Hospitality Management Law, LLaw 280 Civil Litigation and LLaw 253 Advanced Legal Research and Writing.

Excellent student and course evaluations from Fall 2001 – Winter 2005.

B. Educational Background: J.D.- Law, University of San Francisco School of Law, top 15%; B.S. - Business Administration, A.A.S. - Legal Assistant, Certificate – Real Estate, Ferris State University.

C. Prior Experience not in Education: Eight years experience practicing law as In-House Counsel for Aetna Casualty & Surety Co. and Travelers Property & Casualty Co., representing defendants in a variety of litigated civil cases. Cases include premises liability, products liability, automobile liability, subrogation, contractual indemnity and construction defect. Jury and Court trial experience as well as participation in all types of ADR including arbitration, mediation and settlement negotiations. Supervised legal assistant assignments and reviewed their work product.

Additional work experience includes working as an insurance representative for Aetna Casualty & Surety Company.

D. Professional Memberships: Michigan Bar Association, California Bar Association, American Bar Association. Also, admitted to practice in the United States District Court, Northern District of California and the Ninth Circuit Court of Appeals.

E. Professional Meetings Attended:

American Association for Paralegal Education National Conference – Tampa, FL, October 2005.

Hospitality Law Conference – Houston, TX, February 2005.

LILLY Conference on Higher Education – Athens, Georgia, February, 2002.

F. Papers Presented:

Wrote numerous pleading and motions filed in State and Federal Courts in California including summary judgment motions and appellant and appellee briefs. 1992 – 2000.

G. Publications:

H. Other Research Activity:

Currently teach two courses, LLAW 253 – Advanced Legal Research and Writing and LLAW 280 – Civil Litigation, which require ongoing legal research.

I. Consulting:

Legal consultant for Butterfield Woods HOA and White Lake Yacht Club.

J. Professional Growth Activities:

Attended the American Association for Paralegal Education National Conference – Tampa, FL, October 2005.

Attended the Hospitality Law Conference – Houston, TX, February 2004.

Participated in the 5 week Advising Workshop conducted by Dr. William Potter and Rebecca Kowalkoski – Winter Semester 2005.

Attended Faculty Teaching & Learning Day at the beginning of each Fall Semester from Fall 2001 – Fall 2005.

Attended the LILLY Conference on Higher Education – Athens, GA, February 2002.

Participated in the New Faculty Training seminars conducted by Terry Doyle – Fall 2001 – Winter 2002.

K. Seminars, Training Programs, conducted for Business and Industry:

Conducted numerous legal seminars for clients and insurance representatives regarding insurance coverage and litigation issues. 1992- 2000.

L. Professional Presentations, Speeches:

Gave presentations to Whitehall and Montague District Schools' students regarding law in the United States which included the difference between

criminal and civil cases and legal careers. Spring 2004.

Litigated hundreds of civil cases which included both court and jury trials as well as oral arguments on appeal. 1992 - 2000

M. Institutional Service Performed:

Advisor to students in the Legal Studies program.

SLA professor in BLAW 321- Contracts and Sales - Fall 2001 – present.

PBO Faculty Advisor to the Legal Studies Association – Fall 2001 – present.

Member of FSU Legal Studies Advisory Board – Fall 2000 – present.

Member of the College of Business Curriculum Committee – Fall 2005.

Member of the Faculty and Staff Development Committee – Fall 2004 – present.

Member of the Law School Resource Committee – Winter 2005 – present.

Assisted at registration during the First Annual College of Business Celebration – Fall 2005.

Assisted in PBO Day – Fall 2004.

Participated in Commencement Ceremony for the College of Business – Fall 2002 - present

N. Recognition and Honors:

2004 Teacher of the Year Award presented by Pi Kappa Alpha.

Selected to be honored at the 1993 annual Student-Athlete Committee (SAAC) Faculty Appreciation Night to honor Faculty members who have had a positive impact on athletes academic careers.

O. Professionally Related Community Activities:

Director on the Board of Directors - White Lake Yacht Club.

Legal Consultant – Butterfield Woods HOA

Participated in Whitehall and Montague District Schools Career Day by Giving presentations regarding law in the United States – Spring 2004.

P. Submission Date:

October 24, 2005.

Name: Steven B. Lyman

Rank: Associate Professor

Tenure Status: Third year of tenure track

Teaching Experience:

Ferris State University, Management Department
May 2002 to Current

Eastern Michigan University, Interdisciplinary Technology (Industrial Distribution)
August 1999 to May 2002

Middle Tennessee State University, Management and Marketing Department,
January 1, 1994 to August 18, 1995

Michigan State University, Eli Broad Graduate School of Management,
August 1987 to December 1993

Educational Background:

Doctor of Philosophy: Michigan State University
Major: Operations Management, Minor Supply Chain Management

Master of Science: Michigan State University

Bachelor of Science: Michigan State University

Prior Experience not in Education:

TRW Commercial Steering Division, Portland, Michigan
Purchasing & Materials Manager, August 1995 – August 1999

General Motors Corporation, Lansing, Michigan
Material Handling Engineer, March 1982 - July 1988

Chivas Products Limited, Sterling Heights, MI.
Assistant Plant Manager & Materials Controller, March 1979 – March 1982

Motor Wheel Corporation, Lansing MI
Quality Control Engineer and Inspector, Summer 1976, 77, & 78

Professional Membership:

American Production and Inventory Control Society (APICS), CPIM Certified

National Association of Purchasing Management (NAPM), C.P.M. Certified
American Society of Quality (ASQ), CQA Certified,
Registered ISO 9000 Lead Auditor
Decision Sciences Institute
The Society for Case Research

Professional Meeting Attended:

2004-2005

Attended the 2nd Annual Midwest Supply Chain Management Conference held at Steelcase University on March 23rd, 2005. Took 5 students to the all day conference.

Professional Development Meeting (PDM) for Grand Rapids APICS Chapter, 2003-2005.

- Attended 8 meetings and brought an average of 4FSU students to the meetings in 2004-2005.

Started attending Professional Development Meeting (PDM) for Grand Rapids NAPM Chapter, 2004-2005.

- Attended 5 meetings and brought an average of 3FSU students to the meetings in 2004-2005.

Professional Development Meeting (PDM) for Grand Rapids APICS Chapter, 2003-2004. Attended 8 meetings and brought an average of 5 FSU students to the meetings.

2003-2004

Attended the 1st Annual Midwest Supply Chain Management Conference held at Steelcase University on April 28th, 2004. Took 6 students to the all day conference.

Professional Development Meeting (PDM) for Grand Rapids APICS Chapter, 2003-2004. Attended 10 meetings and brought an average of 9 FSU students to the meetings.

Attended the Region 14 meeting at Chicago from February 6th to 8th, 2004. Had 6 students attend the case competition during the meeting.

2002-2003

Lansing Chapter of APICS from 9/2002 to 5/2003. Attended the monthly meetings of both the PDM's and Board of Direct planning meetings. .

Papers Presented:

2004-2005

Lyman, S.B., Taylor, D., and D. Jackson, "VMI at Airmaster", Annual case writers workshop for the Society of Case Research, Rockhurst University, Kansas City, MO, July 17-19th, 2004

Pre-2002

Lyman, S.B., "Learning to Use Simulation in a Manufacturing Plant: A Case Study." Proceeding: Thirty First Annual Decision Sciences Institute Meeting, Las Vegas, NV, April 2002

Lyman, S.B., "Value Stream Mapping, A New Technique for Process Charting." Proceeding: Thirty First Annual Decision Sciences Institute Meeting, Las Vegas, NV, April 2002

Lyman, S.B., "Moving Beyond Flow Charting to Value Stream Mapping, Adopting New Tools for the Classroom", Proceeding: Thirty Second Annual Institute Meeting, San Francisco, CA Nov., 2002.

Lyman, S.B. and Yee, S., "Using Simulation to Model Library Operations: A Case", Proceeding: Twenty Sixth Annual Midwest Decision Sciences Institute Meeting, Dearborn, MI April 26-April 28, 2001.

Lyman, S.B. and Hatch, M., "Use of Simulation To Evaluate Changes in a Manufacturing Plant: A Case Study," Proceeding: Thirty First Annual Decision Sciences Institute Meeting, Orlando, Florida, Nov. 18-21, 2000.

Lyman, S.B. and Hatch, M., "Changing a Companies Environmental Conditions to Support Lean Manufacturing: A Case Study.", Proceeding: Twenty Fifth Annual Midwest Decision Sciences Institute Meeting, Chicago, IL March 31- April 1, 2000, pp 118-121.

Lyman, S.B. and Tan, K.C., "The Analysis of Stochastic Tool Life Distributions on Dispatching Procedures", 39th Mountain Plains Management Conference, Grand Junction, CO, pp. 78-93, October 2-4, 1997.

Lyman, S.B. and Kannan, V.J., "A Comparison of Scheduling Heuristics in a Dual Resource Constraint Job Shop with Stochastic Tool Life", Proceeding: Twenty Fifth Annual Southeast Decision Sciences Institute Meeting, Wilmington, North Carolina, Feb. 23-25, 1995.

Lyman, S.B. "An Analysis of a Dual Resource Constraint Job Shop with a Stochastic Tool Life Constraint," Proceeding: Twenty Fifth Annual Decision Sciences Institute Meeting, Honolulu, Hawaii, Nov. 20-22, 1994.

Melnyk, S. and Lyman, S.B., "Tool Management and Control: Developing an Integrated "Top Down" Control Process", Proceeding: Thirty Sixth International Conference of the American Production and Inventory Control Society, San Antonio, TX, Oct. 10-15, 1993, pp. 510-514.

Lyman, S.B. and Melnyk, S., "An Analysis of Finite Tool Life and Scheduling Heuristics in a Dual Resource Constraint Job Shop", Proceeding: Twenty Fourth Annual Midwest Decision Sciences Institute, Lansing, Michigan, April 6-8, 1993, pp. 174-176.

Lyman, S.B., "A Comparison of Family and Job Based Priority Schemes in Group Scheduling", Proceeding: Twenty Third Annual Decision Sciences Institute Meeting, San Francisco, California, November 22-24, 1992.

Kannan, V.J. and Lyman, S.B., "An Analysis of the Effects of Lot Splitting in Group Scheduling." Proceeding: Twenty Third Annual Midwest Decision Sciences Institute, Kansas City, Missouri, May 1992. Awarded the best student paper of the conference.

Lyman S.B. and Melnyk, S., "Analysis of Varying Labor Efficiency and Capability in a Dual-Constrained Job Shop: A Simulation Experiment", Proceeding: Twenty-Second Annual Midwest Decision Sciences Institute, Indianapolis, Indiana, May 1-3, 1991, pp. 291-294.

Lyman, S.B., "Plastic Returnable/Reusable Containers in the Automotive Industry: A Case Study." Council of Logistics Management, Conference Proceedings, Oct. 1988, Volume II, pp. 195-206.

Publications:

2002-2003

Lyman, S.B., "Supplier Classification Systems", Inside Supply Management, Vol. 14, No. 7, pp. 10-11, July 2003.

Lyman, S.B., "How the Distributor Fits into Lean." APICS – The Performance Advantage, Vol. 12, No. 8, p. 20 September 2002.

Lyman, S.B., Jackson, D., & Taylor, D.K., "Making SMI a Cost-Effective Initiative", Inside Supply Management, Vol. 13, No. 8, p. 18, August 2002.

Lyman, S.B., Jackson, D., & Taylor, D.K., "SMI for the Little Guy", Inside Supply Management, Vol. 13, No. 7, p. 24, July 2002.

Pre-2002

Tan, K.C., Lyman, S.B., and Wisner, J.D., "Supply Chain Management : A Strategic Perspective," International Journal of Operations & Production Management, Vol. 22, No. 6, pp. 614-631, April 2002.

Lyman, S.B. and Dajalos, R.C., "Slaying the Stockout Monster." APICS – The Performance Advantage, Vol. 11, No. 7, July 2001, p. 12.

Lyman, S.B. and Dajalos, R.C., "The Stockout Syndrome." APICS – The Performance Advantage, Vol. 11, No. 6, June 2001, p. 25.

Lyman, S.B., "Nothing Runs Like A Deere", National Association of Purchasing Management 2001 Case Book.

Lyman, S.B., Tan, K.C., and Wisner, J.D., "The Impact of Stochastic Tool Life on Shop Performance: A Simulation Study." Simulation, Vol. 74, No. 4, pp 207-218, 2000.

Lyman, S.B. and Kannan, V.J., "The Impact of Transfer Batching on Family Based Scheduling in a Job Shop Manufacturing Cell." International Journal of Production Research, Vol. 32, No. 12, pp 2777-2794, 1994.

Other Research Activities:

2004-2005

Airmaster Fan Company. A case study submitted 10/1/2003 to case research conference. See above on presentations.

Supply Chain Management Strategies, Regional Perspectives. Paper in draft format.

Consulting: None

Professional Growth Activities:

2004-2005

Training in Inventory Methods and Cycle Counting at a one day seminar, Grand Rapids, September 13, 2005.

Attended two separate training seminars for WebCT and online teaching conducted in June and August 2005 (summer semester). Kim Carlson, Bill Knapp and Randy Vance conducted the course to aid the development of full online and mix-mode delivery. Topics covered include extensive review of how to conduct on-line treaded discussion, proper syllabus, quizzes and other mechanics of on-line teaching.

Attended on-line web cast training seminar with the FSU Purchasing Group regarding Governmental and Educational Institution application of Reverse Auctions.

Participated in a five week training seminar for academic advising held at FSU during the winter semester, 2005.

Attended a 30 hour training seminar on Six Sigma at Ice Mountain Plant conducted by Jose Pires in December 2004. Also assisted in setting up training for faculty and students at Ice Mountain that included Sharon Bell, Brenda McCarthy, Nate Tymes, Mike Cooper, Carol Rewers and Megan Lawe.

2002-2003

Trained in Value Steam Mapping at the 2 day seminar in Detroit, September 28-29th, 2004. The material taught will be used this winter semester in MGMT 420, small business consulting.

Attended the New Faculty Training seminars conducted by Terry Doyle held weekly for both fall and winter semesters.

Received training in WebCT from July to August, 2002 .

Seminars, Training Programs, conducted for Business and Industry:

Training Program for Tubelite, Inc. of Reed City in February, 2003.

Instructor for APICS Certification Modules through BCI (Lansing Community College).

Professional Presentations, Speeches:

2004-2005

Lyman, S.B., Taylor, D., and D. Jackson, "VMI at Airmaster", Annual case writers workshop for the Society of Case Research, Rockhurst University, Kansas City, MO, July 17-19th, 2004

Presented the topic: "Capstone Model: Learning Community for Continuous Improvement", at the 4th Annual North Lilly Conference on College Teaching, September 25th, 2004

2002-2003

Presenting the topics: "The Theory and Reality of Supplier Development", at the joint meeting of the Saginaw Chapters of National Association of Purchasing Managers and APICS in November 12th, 2002 (see attached e-mail).

Institutional Service Performed:

2004-2005

Developed and conducted the advisory board meeting for the Operations and Supply Management Program on September 30th, 2005. Had 7 participating companies in attendance plus 5 faculty from both the COB and COT.

Served as management faculty representative for the Off-campus (Macomb Campus) Faculty Search Committee during Summer Semester, 2005.

Served as Co-Chair of the Faculty Search Committee during Winter Semester, 2005.

Developed and obtained department approval for MGMT 430: Inventory and Supply Management to enhance Operations and Supply Management Program.

Modified the MGMT 420: Small Business Consulting, which included two student project teams. Team One processed mapped raw material flow through Wolverines Central Stores while Team 2 processed mapped the Salesman samples from manufacturing to central stores to final shipment.

Modified the Operations and Supply management Program to coincide with recommendations of program advisory recommendations. This required attending departmental meetings at the College of Technology to aid selection of classes for the OSM program. Also recommend the development of minors for business students. All changes have been approved by Senate.

2003-2004

Developed and have obtained approval through the University for the Minor in Operations and Supply Management, April 2004.

Modified the MKTG 472 to include two projects for the students. One team went to Wolverine Worldwide to study material flow and logistical costs. The second team went to Haworth (Big Rapids Components) and work on inventory placement and calculating Kandan requirements for a new product launch.

Member of the faculty team for the rollout of the College of Business Capstone Simulation held in winter semester, 2003 (see letter in attachment B) for BUSN 499. Improved the fact pack used by students to aid their ability to analyze and make decisions.

Changed MGMT 370 to reflect requirements and skill sets necessary for BUSN 499. Have modified MGMT 370 for the Hospitality and Golf Management programs so that the students will focus on service operations.

Developed and conducted the advisory board meeting for the Operations and Supply Management Program on June 4th, 2004. Had 10 participating companies in attendance. First time held since 1999.

Developed and have obtained approval through the University for the Minor in Operations and Supply Management, April 2004.

Team leader of the faculty team for the College of Business Capstone Simulation held in winter semester, 2004.

Organized four plant tours for students and APICS member to: Ice Mountain, Hayworth (Big Rapids), Wolverine Worldwide, and Mark Four Automotive.

2002-2003

Member of the faculty team for the rollout of the College of Business Capstone Simulation held in winter semester, 2003.

Faculty Advisor from 9/2002 to current for FSU APICS student chapter. Organized two fund raising seminars. The first was held on November 16th, 2002 covering the Basics of Supply Chain Management. The speaker was Dan Braun, V.P. of Region 14 and Materials Manager for National Nail in Grand Rapids. The second seminar was held on April 9th, 2003 and covers Benchmarking Issues and was presented by Dan Braun.

Operations and Supply Management program Chair since September 2002. Chairing Program review for the 2005-2006 calendar year.

Obtained name change from Integrated Resource Management to Operations and Supply Management on 24th of February, 2003.

Assisted in the FSU Dawg Days held at the College of Business on April 19th, 2003.

Helped setup for the PBO day on September 10th, 2003. Also assisted with Student Information at the FSU APICS Table.

Recognition and Honors:

Promoted to Associate Professor beginning Fall 2004.

Recertified C.P.M. with ISM/NAPM summer 2004.

Recertified CPIM with APICS winter 2004.

Nominated by the Student-Athlete Advisory Committee, 2005

Awarded Outstanding RSO Campus Advisor, 2003

Certifications: (APICS), CPIM Certified, (NAPM), C.P.M. Certified, (ASQ), CQA Certified

Professionally Related Community Activities:

Case reviewer for the Society for Case Research for annual workshop, since 2004.

Reviewer for Mid-West Decision Sciences Annual Meetings, since 2002.

Date of Current Vita Submission: 10/18/2005

VITA

A. Name: Ahmed F. Mekky

Rank: Professor

Tenure / Non-Tenure: Tenure

Department or Division: College of Business / Marketing Department

Teaching Experience and Areas of Involvement:

Professor of Marketing 1989 – present	Marketing Department, School of Business, Ferris State University, Big Rapids, MI 49307
Assistant to the President 1999 - 2001	Assistant to the President for Quality Improvement Ferris State University, Big Rapids, MI 49307
Coordinator 1998 – 1999	Representative of College of Business – Grand Rapids Ferris State University, Big Rapids, MI 49307
Director 1997 – 1998	International Affairs, Divisions of Academic Affairs Ferris State University, Big Rapids, MI 49307
Professor of Business Policy 1981 - 1985	Management Department, Faculty of Economics and Business Administration, King Abdul-Aziz University, Jeddah, Saudi Arabia.
Visiting Professor 1977 – 1981	Management Department, Faculty of Commerce and Business Administration, Helwan University, Cairo, Egypt.
Associate Professor 1973 – 1976	Management Department, University of Wisconsin, Whitewater, Wisconsin, U.S.A.
Department Chair 1973 – 1975	Management Department, University of Wisconsin, Whitewater, Wisconsin
Assistant Professor 1969 – 1973	Management Department, University of Wisconsin, Whitewater, Wisconsin, U.S.A.
Technical Assistant 1966 – 1968	The Oil and Gas Division of the Illinois State Geological Survey, Urbana, Illinois, U.S.A. Assisting members of the staff in programming statistical and computer geological data.
Instructor 1963 - 1964	Cairo University, Faculty of Commerce. Teaching undergraduate courses in the areas of Management, Marketing, and Finance.
Research Assistant 1962 - 1963	Institute of National Planning, Cairo. The Industrial Planning Department Working as a project evaluation analyst.

TEACHING EXPERIENCES

A. Main Areas of Expertise:

- Strategic Planning
- Business Policy and Strategy
- Marketing Management and Policy
- Management and Organizational Theory
- Organizational behavior and Development

During my tenure at the University of Wisconsin, Whitewater and the King Abdul-Aziz University, Jeddah, I developed and/or taught the Business Policy, Marketing Management, and Organization Theory courses at both the undergraduate and graduate levels.

B. Related Areas of Teaching Experience:

- International Management
- Financial Management
- Investment Analysis

B. Education Background:

Ph.D. in Business
June 1973

The University of Illinois, Urbana, Illinois. Major areas of concentration:

- Management of Human Resources
- Marketing Strategy
- Industrial Systems and Organization Theory
- Corporation Finance
- Operations Research and Management Information Systems

M.S. in Management
June 1969

The University of Illinois, Urbana, Illinois.

Graduation Diploma
November 1962 – 1964

Attended, on the graduate level, the United Nations Institute of Planning, Cairo, Egypt, majoring in Industrial Strategic Planning. Thesis title: "Project Feasibility from a Micro and Macro Point of View." Following are the course areas for which credit was received:

- General Economic Theory
- Planning Statistics and Budgeting
- Organization of Planning Machinery
- National Income Analysis and Accounting
- Quantitative Methods and Econometrics
- Project Formation and Appraisal
- Comparative Planning Techniques

- Theories of Economic Development
- Productivity Analysis and Industrial Planning
- Cost of Production and Financial Analysis

C. Prior Experience not in Education:

Research – Administrative Positions

- | | |
|---|--|
| Chairman and Managing Director
1985 – 1989 | Golden Gate Estate, A major construction stock company, Cairo, Egypt. |
| Chairman
1982 – 1985 | The Egyptian Techno Group, a management consulting firm, New Maadi, Cairo, Egypt. |
| Member of Board of Directors
1981 – 1985 | Executive Governing Board, College of Economics and Administration, King Abdul-Aziz University, Jeddah, Saudi Arabia. |
| Vice President
1980 – 1981 | Management, Investment and Trade Consultants (MITCO), 60A Mohammed Farid Street, Cairo, Egypt. |
| Research and Studies Director
1979 – 1980 | Omar Seif El-Din and Sons-Engineering consultants, Chairing the Industrial Feasibility Studies section, Zamalek, Cairo, Egypt. |
| Member of the board of Directors
1970 – 1980 | Helwan University Center for learning Aids and Technology, Helwan University, Cairo. Egypt. |
| Division Head
1972 – 1974 | University of Wisconsin, Whitewater, College of Business and Economics, Chairing the Management Department that offered the Following major options: |
- General Management
 - Personnel Management
 - Production Management
 - Computer Center Administration

D. Professional Memberships

E. Professional Meetings Attended

- Attended professional meetings at:

- Michigan Quality Council
- The Official National Conference of the Malcolm Baldrige Quality Award
- American Institute for Decision Sciences
- American Management Association
- Midwest Business Administration Association
- Society for Advancement of Management

- American Marketing Association
- West Michigan International Trade Association

F. Papers Presented:

G. Publications:

- "Investment Analysis and Business Policy," A text book, (Arabic), Dar Al Kahera Publishing and Distribution, December 1982, Cairo, Egypt.
- "Computers and their Applications." A test book, (Arabic), Dar Al Kahera Publishing and Distribution, November 1981, Cairo, Egypt.
- "Strategic Choices Confronting the Growth of Shopping Centers in Saudi Arabia," Research Manuscript, (Arabic), Research and Development Center, King Abdul-Aziz University, December 1982, Jeddah, Saudi Arabia.
- "Business Strategic Choices Confronting Multi-National corporations in the Gulf States," A major research grant funded by Oxford Business Center, Cairo, Egypt, 1989.
- "Productivity Measures of Faculty Performance in King Abdul-Aziz University," Funded by King Abdul-Aziz University, Jeddah, Saudi Arabia, 1987.
- "Policy Issues in the Production and Marketing of Postal Services in Jeddah" Research and Development Center, King Abdul-Aziz University, Jeddah, Saudi Arabia, 1986.
- "Career Plateaus: Causes and Cures," Management Journal, June 1979, Cairo Egypt.
- "Management by Objectives as a Management Process," Management Journal July 1979, Cairo, Egypt.
- "Faculty Collective Bargaining. An Issue of Today," The Midwest Business Administration Association, the 12th Annual Meeting, 1976, Chicago.
- "Integrating the Inflation Risk in Capital Budgeting Decisions: A Simulation Approach," Proceedings of the American Institute for Decision Sciences, 1976.
- "Performance Appraisal of the Human Resources," Seminar Paper, Beattie Research Center, August 1976, University of Wisconsin, Whitewater, Wisconsin.
- "Motivation and Leadership: Maintaining a Satisfied Productive Workforce," Management Journal, January 1978, Cairo, Egypt.

H. Other Research Activities:

Major Research Manuscripts:

- "Saudi Airlines Market Segmentation Strategy," An Executive Manuscript submitted and presented to the corporation annual executive conference, Jeddah, Saudi Arabia, 1990.
- "Analysis of the Airline Service Cycle: Moments of Truth," a research Executive Report, Saudi Airlines, Jeddah, 1990.
- "Customer Relations Service Manual for Airline companies" A work Procedure Manual," Saudi Airlines, Jeddah, Saudi Arabia, 1990.
- "Applications of Megamarketing in the Service Industry: A Research Manuscript," Service Master Middle East, Jeddah, Saudi Arabia, 1989.
- Marketing Audit: A procedure Manual, ServiceMaster Middle East, Jeddah, Saudi Arabia, 1989.

- “Management and Tariff Studies Relative to Water and Sewage Systems, U.S. AID Grant 263-0025 to the Ministry of Development and New communities, Egypt, 1979 –1987, working as a Management consultant to A. T. Kearney Inc. and Sabbour Associates, Cairo, Egypt.
- Wages and Incentives System Design for Al-Motteheda corporation for textile wholesale trade, 1980, Cairo, Egypt.
- Feasibility study of the international Center for Translations and Audio Visuals (ICTAV), Cairo, Egypt, 1979.
- “Re-organization Alternatives for King Abdul-Aziz University,” Research grant funded by King Abdul-Aziz University, Jeddah, Saudi Arabia, 1985.

I. Consulting

Consultation Positions:

- Senior Retained Executive Business Policy Consultant to Saudi Arabian Airline from 1981 to 1989, Jeddah, Saudi Arabia.
- Senior Retained Strategic Marketing Planning Consultant to Service Master – Middle East, The Saudi Arabia Branch, 1987 –1998.

Consultation Projects:

Planned, developed, and administered the following consultation projects:

- Industrial Production Project, “U.S. AID Grant No. 263-0025 to the General Organization for Industrialization, Egypt, from July 1978 – 1980, project manager in charge of Feasibility Studies to modernize and rehabilitate Industrial Public Sector Companies. Mckee-Kearney Joint ventures with Omar Seif El-Din and Sons, Dokki, Cairo, Egypt.
- “Optimum Product Mix for Commercial Banks in Saudi Arabia,” (Arabic), Research and Development Center, King Abdul-Aziz University, December 1982, Jeddah, Saudi Arabia.
- “Sobhi Poultry Farms,” A Feasibility Study for a four million eggs per year project, Cairo, Egypt, 1977.
- Financial and Accounting Systems Design: A Diagnostic Study, Al-Mottaheda Corporation for Textile Wholesale Trade, 1979, Cairo, Egypt.
- “Easy Foods,” A Feasibility Study for a group of investors in the agricultural industry in the area of frozen fruits and vegetables, Cairo Egypt, 1977.
- Feasibility Study of Management, Investment and Trade Consultants (MITCO) 60A Mohammed Farid Street, Cairo, Egypt, 1977.
- Work Methods and Plant Layout: Diagnostic Study, Moksinus Manufacturing, Whitewater, Wisconsin, U.S.A., 1976.
- Job Performance and Productivity Analysis, John Deere Corporation, the Equipment Plant, Horicon, Wisconsin, U.S.A., 1972.

J. Professional Growth Activities

- 2002 to present
Developing a reference manuscript in strategic marketing. A manual of perspectives in the strategy decision areas of marketing.

- 2002 to present
Developing a starter guide to total quality management and self-assessment for implementation of the Baldrige Education Criteria for performance Excellence.
- 2003 – 2004
Benchmarking to other leading colleges of Business in the areas of marketing Policy and Marketing strategy. This research effort resulted in developing proposals to drop Marketing Policy 499 and replace it with marketing strategy 476 as a Marketing Capstone. The proposals were accepted by the department and implemented.
- 2003 to present
Developing a manual on the Do's and the Don'ts of Total Quality Improvement. The manual is titled, "The Ten Commandments of TQI."

K. Seminars, Training Programs, etc., Conducted for Business and Industry

Training Seminars & Workshops:

Planned, developed and administered the following management and supervisory development programs:

- Assessment of the Service Cycle, Executive Workshop – Saudi Airline, Jeddah, Saudi Arabia.
- Marketing Services, Management Workshop – Saudi Airline, Jeddah, Saudi Arabia.
- Strategic planning, Management Workshop – Saudi Airline, Jeddah, Saudi Arabia.
- Strategic planning, Management workshop – Saudi Airline, Jeddah, Saudi Arabia.
- Planning and Control for Profit" – City of Janesville's employees, Wisconsin, U.S.A.
- "Concepts on Organizations" – City of Elkhorn employees, Wisconsin, U.S.A.
- "Management Development" – Mercy Hospital, Janesville, Wisconsin, U.S.A.
- "Supervisory Skills for Foremen" – City of Waukesha Supervisors, Wisconsin, U.S.A.
- "Personnel Management" – City of Janesville Foreman, Wisconsin, U.S.A.
- "Supervisory Skills for Foreman" – City of Janesville Foreman, Wisconsin, U.S.A.
- "Production Management" – Hough Manufacturing, Beloit, Illinois, U.S.A.
- "Management Development" – Baker Manufacturing, Janesville, Wisconsin, U.S.A.
- "Supervisory Skills for Foreman" – Prent Corporation, Janesville, Wisconsin, U.S.A.
- "Problem Solving" – John Deere Corporation. Horicon Works, Wisconsin, U.S.A.
- "Management Decision Making" – City of Fort Atkinson Supervisors, Wisconsin, U.S.A.

- “Managing the Production Function” – Employees of several organizations. Janesville, Wisconsin, U.S.A.
- “Job Classification and Job Evaluation” – Arab Organization for Business Administration, Cairo, Egypt.
- “Basic Concepts in Organization” – Arab Organization, for Business Administration, Cairo, Egypt.
- “Self Training and Development” – Arab Organization, for Business Administration, Cairo, Egypt.
- “Organization Structure and Problems” – All Nasr Automobile Company, Cairo, Egypt.
- “Feasibility Studies”- Arab Organization for Business Administration, Cairo, Egypt.

L. Professional Presentations, Speeches

- Conducted presentation to the FSU annual management retreat, annual staff retreat, and annual University Strategic Planning retreat on Total Quality Improvement (TQI) 2002.

- Conducted campus wide presentations on process reengineering. All FSU divisional leadership groups were represented, 1998-2002.

M. Institutional Services Performed

University Wide Committee:

- Presidents Cabinet seat. 1999 - 2001
- Marketing Strategic Planning Committee 1998 - 2001
- University Strategic Planning Committee 1999 - 2001
- The Annual Management Retreat Committee 2001

SERVICE

- Efforts to inform the FSU community with the applicability of TQM in educational services organizations, President Sederberg asked me to prepare an action plan for TQI initiative at FSU. The action plan was presented to the Cabinet and then to the Board of Trustees. This resulted in the approval by the Board of the president’s recommendation to my appointment as Assistant to the President for quality improvement. I also was appointed to the president’s cabinet.

- In the FYI volume 26, number 13, the president announced to the campus community that Ferris joined world-class practices with a major initiative in quality improvement. Dozens of university employees were trained in improving process performance and were organized in many cross-functional committees.

- Wrote and brought to FSU two university wide grants from Cornesky Associates, Inc. to conduct on-campus workshops for Quality Improvement. The grants funded training seminars for over 100 faculty and staff. The faculty seminars were oriented to classroom instruction.

- The staff seminars were management oriented and geared toward members of the Ferris administration and staff and provided tools for participants to evaluate the quality of their respective units within the university.

- Invited, coordinated, and attended several professional development seminars.

- Assessing student academic achievement in higher education – Madonna University, Livonia, Michigan.
- Several seminars brought to campus on the principals of Empowered Teams and Quality Customer Service – Achieve Max, Inc.
- Several seminars brought to campus on improving process performance – Prism-CLS, Inc.

- Since the announcement by the president of the quality improvement initiative and for two years I was in charge of initiating and coordinating many process mapping and re-engineering projects across the campus that resulted in the recognition by the Governor's Michigan Quality Council of FSU as one of the leading institutions in Michigan in quality improvement.

-was hired jointly by the divisions of University Advancement and Student Services at FSU for the summer of 1998 as an internal consultant on the issue of student recruitment and retention.

-Developed, wrote, and presented a manuscript on the Comprehensive Quality Marketing Approach to students recruitment and retention. The University Strategic Marketing Planning Committee adopted the concept and I was appointed to the committee. I was then asked by the committee to present the concept to the leadership groups in the different divisions of the University. The result of this massive effort was a power point presentation to the University Cabinet and to the University Board Of Trustees.

Participation in University Deliberation on Curricular Matters

- Appointed by the division of academic affairs based on the recommendation of the dean of the college as a coordinator (1998-1999) of the College of Business programs in Grand Rapids. I was located in Grand Rapids where I sponsored, developed, and presented The Strategic Plan Framework for Grand Rapids College of Business programs.

- In 1997 with the resignation of the director of International Affairs, I was asked to lead the office with the charge of developing a five year strategic plan to streamline and to restructure the Intensive English program with the objective of integrating it into the Office of International Affairs to service all foreign students attending FSU. I was first appointed as a chair to the International Education Committee and then as an interim director of the office of International Affairs. The strategic plan that was completed covered the period from 1998 to 2003. The strategic plan was adopted and considered the blue prints for streamlining the Office of International Affairs at FSU.

N. Recognition and Honors

O. Professionally Related Community Activities

A. Name: Vivian-Francia M. Nazar

Rank: Full Professor

Tenure/Non-tenure: Tenure 1992

Department or Division: College of Business/CISD

Year Joined the Institution: 1988

Teaching Experience:

Areas of involvement (in teaching): Finance and Management

Courses currently teaching:

Finc 322 Financial Management 1
Finc 323 Financial Management 11
Finc 451 Investment Principles
Finc 452 Financial Modeling
Finc 201 Personal Finance

Have taught the following courses:

Mgmt 301 Applied Management
Mgmt 302 Organizational Behavior
Mgmt 305 Supervision and Leadership
Mgmt 373 Human Resource Management
Mgmt 499 Business Policy and Strategy
Busn 122 Introduction to Business
Intb 440 International Finance
Intb 310 International Business
Intb 335 Cross Cultural Business
Finc 465 Problems in Finance
Finc 380 Bank Management

1988 – Present	Ferris State University, Professor, Finance
1986 - 1988	Moorhead State University, Assistant Professor, Finance
1982 - 1986	Bemidji State University, Assistant Professor, Finance

B. Education Background (include fields of specialization):

- 1999 D. B.A. Management, Nova Southeastern University, Fort Lauderdale
Dissertation Title: "Degree of Internationalization and Multinational Corporations' Profitability"
1981 MBA, Finance, City University, London, England
Thesis Title: "Management of Foreign Exchange Risk"
1975 BA, Political Economy, Thames Polytechnic, London, England
Thesis Title: "Effects of Foreign Direct Investments"

C. Prior Experience not in Education:

- 1979 - 1980 Raybeck Company, Accounting Department, London, England
1982 - 1988 Small Business Development Center, Financial Consulting to Local Businesses, Minnesota.

D. Professional Memberships (include offices held):

Current membership 2005-6:

Financial Management Association
Academy of International Business
Midwest Finance Association

Previous membership:

Academy of Management
Association of Japanese Studies
Association of American Colleges and Universities
Ferris Professional Women
Association of Private Enterprise Education

E. Professional Meetings Attended (include dates):

Financial Management Association International Meeting,
Chicago, Illinois.
October 12-14, 2005

4th Annual Lilly Conference on College & University Teaching, Traverse City,
Michigan
September 21 - 24, 2004

2nd Annual Lilly Conference on College & University Teaching, Big Rapids,
Michigan
September 20-21, 2002

1st Annual Lilly Conference on College & University Teaching, Big Rapids,
Michigan
September 21-22, 2001

Academy of Management Annual Meeting, Washington D.C.
August 3-8, 2001

14th Annual National Conference on Race & Ethnicity in American Education
(NCORE), Seattle, Washington
May 30-June 3, 2001

Equity in the Classroom XI , Teaching and Learning in a Diverse Classroom,
Conference, Big Rapids, Michigan
March 22-23, 2001

American Society of Business and Behavioral Sciences, 8th Annual Meeting
February 21-26, 2001, Las Vegas

3rd Facing East/Facing West conference, North America's Relations with
Asian/Pacific Countries, Western Michigan University, Michigan
June 2-3, 2000

Association of American Colleges and Universities Diversity and Learning
conference, November 12-15, 1998, Philadelphia

Past, Present and Future of Russia, American University in Moscow, June 7-8,
1998, Washington D.C.

Association of Japanese Studies Meeting, June 12-13, 1997, Washington D.C.

Academy of Management Meeting, August 10-13, 1996, Chicago, IL

Midwest Finance Association Meeting, March 20-24, 1996,
Chicago, IL

Second Facing East/Facing West Conference, June 2-3, 1995, Western Michigan
University

Government Business Policy Seminar, July 28 - August 2, 1991,
Washington D.C.

Facing East/Facing West: North America and the Asia/Pacific
Region in the 1990's, September 13-16, 1990, Western Michigan
University, Kalamazoo, MI

The Italian Market - As Springboard to Europe '92, May 22, 1990, Grand Valley
State University

Internationalization of Business and Economics Programs: Issues
and Perspectives, April 20, 1990, West Michigan World Trade
Association and The College Consortium Assisting Business and

Industry, Grand Rapids, MI

West Michigan World Trade Association Meeting, March 28, 1989
and April 25, 1989, Grand Rapids, MI

Licensing and Joint Ventures: An Effective Way to "Sell"
Abroad, January 8, 1986, Minnesota World Trade Association

The Association of Private Enterprise Education Convention,
April 6-8, 1986, San Antonio, TX

Global Development Conference, September 12-13, 1986, University of
Maryland, College Park, Maryland

Administrative Decision Making & Moral Development,
November 7-8, 1985, American Council on Education,
Minnesota, University of Minnesota, Minnesota

Scholarly Activity and Skill Development, October 13-15, 1985,
University of North Dakota, Grand Forks, North Dakota

Operation Opportunity, November 16, 1983, Minneapolis Chamber
of Commerce, Minneapolis, Minnesota

The Global Household, October 21-22, 1983, Earle Brown
Continuing Education Center, University of Minnesota,
Minneapolis Minnesota

F. Papers Presented (include dates):

"A Study of Multinational Corporations' Profitability and Degree of
Internationalization," presented at the 8th Annual meeting of American Society of
Business and Behavioral Sciences, February 21-26, 2001, Nevada.

"A Study of Multinational Corporations' Profitability and Degree of
Internationalization," presented at The Third Facing East/Facing West
Conference, Central Michigan University, June 2-3, 2000.

"APEC (Asia-Pacific Economic Cooperation): Can it Succeed?" paper was
accepted for poster presentation at the British Academy of Management meeting
on September 8-10, 1997, London, England. Unable to attend the meeting
because of lack of funding available for travel.

"US and APEC: Another Trading Block?" at the Second Facing East/Facing West
Conference, June 2-3, 1995, Western Michigan University

"Doing Business in the Philippines," Facing East/Facing
West: North America and Asia/Pacific Region in the 1990's,

September 13 - 16, 1990, Western Michigan University,
Kalamazoo, Michigan

"The Philippines: A Turning Point," Global Development
Conference, September 12-13, 1986, University of Maryland
and World Academy of Development and Cooperation, College
Park, Maryland

"Exporters Profiles and Export Constraints: A Study of Small
and Medium Sized Firms in Minnesota," The Association of Private
Enterprise Education, April 6-8, 1986, San Antonio, Texas

G. Publications:

Paper Proceedings of the above presentations.
An Introduction to Financial Institutions and Markets – Test Bank, Thompson-
Southwestern Publishing, 2001

H. Other Research Activity:

MVA/EVA Valuation
Internationalization and Profitability
Regional Integration

I. Consulting:

Evaluated chapters and several textbooks for publication (2000-4).

Wrote a Test Bank for "Financial Markets and Institutions," Burton, Neshiva,
and Lombra, Thomson Southwestern Publishing, 2003.

Served as a subject matter expert for the National Occupational Competency
Testing Institute (NOCTI) in the area of Business Administration, Finance and
Management, January 2001.

J. Professional Growth Activities:

September 2005 to December 2005 (Thursdays, 12:00-3:00pm), Faculty Learning
Community, Engaging the Online Learner, FLITE 442 & 446, Ferris State
University.

June 21-23, 2005 Designing and Developing Courses for Online Delivery, FLITE
446, Ferris State University.

October 12-14, 2005 Financial Management Association International Meeting,
Chicago, Illinois.

January 8, 2004, Web-CT Course Care Clinic, FLITE 446, Ferris State University

September 22-23, 2002, Lilly Conference on College & University Teaching, 2nd Annual Conference, Ferris State University, Big Rapids, Michigan

May 30-June 3, 2001, National Conference on Race & Ethnicity in American Higher Education, Seattle, Washington.

August 3-8, 2001, Academy of Management Conference, Washington D.C.

September 21-22, 2001, Lilly conference on college & University Teaching – North, Ferris State University, Big Rapids, Michigan

June 4-7, 2001, Test What You Teach-Teach What You Test, Center For Teaching and Learning, Ferris State University

January 23 – April 10, 2001 Learning, the Learner and Teaching Methodology “A Survey of Educational Practice,” Center for Teaching and Learning, Ferris State University

March 22-23, 2001, Equity in the Classroom XI Conference Teaching and Learning in a Diverse Classroom

February 7, 2001 Multi-Racial Unity Living Experience, West Campus Community Center, FSU

Fall 2000, Mondays 3:00-5:00 p.m. Web CT Workshop by Dick Hewer, Ferris State University

November 16, 2000 Building a successful Speaking Career Outside the Academe, Communication Club, Ferris State University

March 18, 1999 Sexual Harassment seminar conducted by Louise Yowitz, Director of Affirmative Action, FSU

January 19, 1999 “Synergy from Others” Cultural Diversity on Campus, Ferris State University and SST Communications

October 28, 1998 “Reaching Your Financial Goals” Tips for America’s Experts, live teleconference, sponsored by TIAA-CREF, FSU

April 4, 1997 Demonstration of Instructional Performance Systems, Inc. Software Consisting of Course Building, Lesson Building and Exam Building, IRC 101

Feb 20-21, 1997 Leadership Among Peers, Retreat for Academic

Department Heads/Chairs and Associate Deans

Feb - April, 1997 Various faculty training - Beginning Word, Excel, File Management, Digital Camera, Powerpoint

March 25, 1997 Build your own Web Page

November 13, 1997 Colloquium for Educators - Visiting Professor from St. Petersburg, Russia

November 8, 1997 Instructional Technology by Robert Jehsen

August 22, 1996 "Multimedia Madness" Workshop

August 2, 1996 Student Information System (SIS) and Advising Seminar

Nov 17-18, 1995 NMCI University Center and Project Interconnect, Instructor Training Seminar

March 16, 1995 Laser Disc Demonstration - Use in classroom

March 31, 1993 Attended "Women of Color," Ferris State University

September 8, 1992 Harvard Graphics Workshop

April 24, 1990 Managing hard Disk Drives, Academic Computing

April 20, 1990 Internationalization of Business and Economics Programs. Issues and Perspectives, West Michigan World Trade Association and The College Consortium Assisting Business and Industry

Jan 20-27, 1990 Presentation Excellence Workshop

February 3, 1989 Word Perfect Workshop r.0, Academic Computing

June 8-12, 1987 Writing Across the Curriculum, Moorhead State University

K. Seminars, Training Programs, etc., Conducted for Business and Industry:

March 18, 1997 The Second College of Business Seminar, "Breakfast Forum on International Trade", Holiday Inn. Acted as moderator.

- April 24, 1996 Organized the College of Business Seminar series. The first one was held on April 24, 1996, "Appreciation Breakfast for Area Businesses", Holiday Inn Conference Center. Acted as the Moderator
- February 26, 1993 Conducted a seminar for K-12 teachers at the Ninth Annual Area Wide MOISD Professional Development, Ferris State University

L. Professional Presentations, Speeches, etc.:

- April 3, 2001 Business Chat, 2001 Delta Sigma Pi Pledge Class, panel Member, FSU
- March 22-23, 2001 Equity in the Classroom X1 conference, Introduced a workshop guest speaker.
- October 22, 1999 "Holding my Sister's Hand: Coalition Building in the Struggle for Women's Equality", panel presenter, FSU
- February 9, 1999 Guest speaker, The Humanities Council of West Central Michigan program "The Asian-American Experience" for The General Federation of Women's Club, Big Rapids
- March 26, 1996 Guest Speaker, SSCI 450 course, Ferris State University
- April 15, 1994 "1994 Women's Professional Development Conference," presenter, Big Rapids Holiday Inn. Panel presenter

M. Institutional Services Performed:

- September 15, 2005 COB September Fest (volunteered to check ID)
February 5, 2005 College of Business Dawg Day Event - volunteer
1997 to present Faculty advisor - Finance Student Organization
- January 9, 2004 College of Business First Impressions volunteer
- February 7, 2001 Multi-Racial Unity Living Experience, West Campus Community Center, participant
- January, 2000 Member, Martin Luther King Commission to celebrate the national MLK holiday.
- April 1999 "Take A Trip Around The World" FSU International Festival,

participant.

- Fall 1999 Participant in the student/faculty mentor program.
- Autumn Adventure (1998, 1999) Participant in the "Autumn Adventure"
- April 6, 1997 Participated in the International Festival of Cultures. Had a booth, Rankin Center, Ferris State University
- August 1995-97 Served as Department Chair in the Management Department
- March 8, 1994 Conducted a motivation workshop for seventh and eighth grade Big Rapids students during the MLK/CC/RP College Day Program
- Nov. 10, 1993 Guest panelist at the special workshop for students, Ferris State University
- September 19, 20, 22 Appeared on Ferris State University's
- Apr. 22, 1993 Co-organizer bringing Nathan Rutstein to campus who lectured on the topic "Healing Racism in America"
- Apr. 18, 1993 Participated in the "International Festival of Cultures 1993," Big Rapids Holiday Inn

Committee membership:

- 2005-6 COB Sabbatical Committee, CIS Department ISYS 105 committee, COB Assessment Council
- 2004-05 Finance Academic Program Review panel member and served as Chair, Management Academic Program Review Panel member, Tenure Committee sub-committee, Data Collection Committee, Finance Group Committee, Accounting Faculty Search Committee
- 2003-04 Recruiting and Retention Committee, Strategy Committee, Finance Group Committee, Faculty ad-hoc committee on Who we are & Want to be (drafted the COB Mission/Vision),
- 2002-03 Recruiting and Retention Committee, AFES Department Workload Policy Committee, Busn 499 Committee, University Task Force Committee to create a hiring policy, Finance Group Committee
- 2001-02 Tenure Committee sub-committee
- 2000-01 Hiring Committee for 2 faculty positions, Management Department Tenure, Tenure sub-committee
- 1999-00 COB Sabbatical Committee
- 1999-00 Futures Conference Committee
- 1999-00 Academic Senate Diversity Committee

1998-90 Academic Senate Diversity Committee (Co-chair)
 1996-7 Management 2000 Committee
 1996-7 Post Tenure Review Committee (University- wide)
 1994-5 Promotion/Merit Committee
 1990-3 Computer Usage Committee
 1989-90 Department Head Search Committee
 1989-90 Finance Group Committee
 1989-90 University Wide Academic and Administrative
 Computer Steering Committee
 Business Administration Review Committee
 School of Business Computer Usage Committee
 Off-Campus Review Committee
 Finance Minor Committee

N. Recognition and Honors:

Recognition on Student Satisfaction Survey, May 2001
 Fall 2000 Promoted to the rank of Professor
 Recognition on Student Satisfaction Survey, May 2000
 Fall 1999 Promotion to Professor
 Fall 1998 Merit award
 Fall 1993 Promoted to the rank of Associate Professor

O. Professionally Related Community Activities:

March 18, 1999 "Kevin Locke, Lakota Sioux, Unity in Diversity", Old Jail
 and Community Center, Big Rapids, co-organizer

January 16, 1999 "Moving Beyond Religious Intolerance" on the occasion
 of world Religion Day and in memory of Martin Luther
 King, Jr., Old Jail and Community Center, co-organizer

1996 - present Treasurer, The Big Rapids Baha'i Group

October 5, 1996 Co-organizer of a public presentation
 "Creating a Sense of Belonging in a Multi-
 ethnic Community," Holiday Inn Conference
 Center

March 3, 1994 Panel presenter in the "Women Around the
 World" workshop sponsored by the Big Rapids
 Forum for Healing Racism

Jan. 18, 1994 Served as facilitator for the Martin Luther
 King Assembly, Big Rapids High School

Jan. 17, 1992 Co-organizer of a public meeting, "Prayers
 Around the World for Racial Harmony," Ferris State University

**STQM 260 – Introduction to Statistics
Spring 2007**

Instructor: **Dr. Nate Tymes**

E-mail: tymesn@ferris.edu

Office: **College of Business, Room 328**

Phone: **(231) 591 - 2767**

Office hours: **Mon – Thu 3:00 – 4:00 pm or by appointment**

Prerequisites: Math 115, or 116, or 117, ISYS 105 (strongly recommended)

Text: **Statistics for Management and Economics, Volume 1: STQM 260** by Keller

Calculators are required for this course.

American with Disabilities Act: Qualified students with disabilities needing appropriate academic adjustments should contact me as soon as possible to ensure your needs are met in a timely manner.

Course Description:

This course provides a survey the techniques of statistical analysis as they are used in the business environment. The methods of collecting, analyzing, presenting, and interpreting data are considered by combining an understanding of the theoretical rationale behind the statistical tools with knowledge of the implementation of computer programs.

Course Objective:

The student will be able to:

1. Demonstrate an understanding of the definition of statistics and the overall framework of statistical analysis.
2. Distinguish between a population and a sample and the appropriate measures for each group.
3. Explain the various data types, and sampling methods.
4. Construct and interpret graphical and tabular data summaries.
5. Calculate and interpret the numeral data summaries.
6. Demonstrate an understanding of probability concepts.
7. Demonstrate an understanding of the (binomial and) normal probability distribution.

8. Demonstrate an understanding of the sampling distribution of the mean and the sampling distribution of the proportion.

9. Construct and interpret confidence intervals for the population mean (and population proportions).

10. Develop a linear regression model, interpret the regression coefficients, and use the model for prediction.

Examination Procedures:

There will be four exams that may consist of both an in-class and take-home portion. For the in-class portion you are allowed to bring 1 notebook size sheet of notes, a calculator and a pencil. For the take-home portion, you are expected to work each problem *alone, by yourself*, unless you are told otherwise. You may get help on any problem from the homework that may be similar to the problem on the test.

Homework:

You are responsible for doing the exercises listed on the last page of the syllabus. Some of the answers are in the back of the book. Manuals with textbook solutions are available in the reserve section of FLITE. You may be given additional assignments in class, which will be checked. Homework will be collected at the next class period after a topic has been covered.

Notebooks:

You are required to keep an up-to-date notebook for this class. The notebook should include the following items:

1. Class notes and any handouts (including this syllabus)
2. Homework and computer problems
3. Quizzes, your corrections and the solutions
4. Exams, your corrections, and solutions
5. Attendance Log

You are expected to present this notebook anytime you come to my office for help. If you do not have this notebook, you need not waste our time. Be aware, I may ask you for your notebook at any time. The notebook will count in the participation grade for this class.

Participation Grade:

The participation grade is calculated from the percent of homework turned in, the scores on the quizzes, your participation in the class environment, and from the

other items listed in this syllabus. The grade is a weighted average of all the elements, with the primary weight coming from the homework and the quizzes.

Attendance Policy:

You are expected to attend all classes. You are also expected to be prepared to participate in any class discussion or to take any pop quizzes. If you miss a class, it is your responsibility to obtain any information presented that day from others in attendance. Make-up work is given for university approved excused absences. If you have four unexcused absences, (or three consecutive unexcused absences), you will have earned a failing grade for this course.

You are to maintain an **attendance log** that will include the day of the week, date and attendance status (present or absent), and topics covered in class. You must bring this log to each class or office visit.

If for some reason, you must withdraw from class, please do it through the official means for dropping a course. **I can not withdraw you but will fail you.**

Make-up Policy:

Make-up work is given to students whose absences were the results of conditions beyond the student's control and whose excuse is submitted in writing. Make arrangements at least one week before the exam (if possible). The make-up exam must be taken by the next class session.

Class Distractions:

1. Pagers, cell phones, and walkmans should be cut off before entering the classroom, and should remain off until class is over. **10 points will be deducted from your final participation grade for each class disturbance.**

2. If you are **using the computer for activities not related to this class, you will lose 5 points from your participation grade for each incident.**

3. If your behavior is disruptive (i.e. conversations unrelated to class), you will lose points from your participation grade and you may be asked to *leave* the class, which will also count as an unexcused absence. If the disruptive behavior continues, your case will be referred to judicial services.

Academic Dishonesty:

You are expected to do your own work. You are encouraged to study together, but you must submit your own work. If you are caught cheating on any assignment, quiz or exam, I will exercise any one of the actions available to me. These actions include, but are not limited to, giving you a failing grade for the work, or a failing grade for the course, or submitting the infraction to judicial services.

Grading Policy:

Participation	20%
Exam 1	20%
Exam 2	20%
Exam 3	20%
Exam 4	20%

Final grades will be based on the following scale:

93% to 100% = A	77% to 80% = C+
90% to 93% = A-	73% to 77% = C
87% to 90% = B+	70% to 73% = C-
83% to 87% = B	67% to 70% = D+
80% to 83% = B-	60% to 67% = D
<u>60% and below = F</u>	

Tutoring Center:

If you are having problems in this course and need tutoring, I implore you to use the services provided by the Academic Support Center (ASC) or the Applied Statistics Center (ASC).

Material Covered:

Chapter 1 sections 1.1 – 1.4

Chapter 2 sections 2.1 – 2.5

Chapter 4 sections 4.1 – 4.4

Chapter 5 sections 5.1 – 5.4

Chapter 6 section 6.1 - 6.3

Chapter 7 sections 7.1, [7.4]

Chapter 8 sections 8.1, 8.2

Chapter 9 sections 9.1, 9.2

Chapter 10 sections 10.1 – 10.3

STQM 260 Homework SCHEDULE

Chapter	SEC	Homework
1	Chapter 1	<u>Page 8:</u> 1.1, 1.2, 1.4, 1.5, 1.6, 1.8
2	2.1	<u>Page 23:</u> 2.2, 2.3, 2.4, 2.7, 2.9, 2.10
	2.2	<u>Page 30:</u> 2.11, 2.12, 2.14, 2.24, 2.26
	2.3	<u>Page 50:</u> 2.31, 2.33, 2.34, 2.36, 2.37, 2.44, 2.47
	2.4	<u>Page 62:</u> 2.55, 2.56, 2.58, 2.59, 2.64, 2.68
	2.5	<u>Page 67:</u> 2.74, 2.75, 2.78, 2.79, 2.84
4	4.1	<u>Page 97:</u> 4.1, 4.4, 4.5, 4.12, 4.15
	4.2	<u>Page 106:</u> 4.19, 4.22, 4.25, 4.27 – 4.30, 4.31, 4.33, 4.34
	4.3	<u>Page 114:</u> 4.37 – 4.40, 4.42, 4.45, 4.46, 4.51, 4.52
	4.4	<u>Page 126:</u> 4.55, 4.56, 4.58, 4.59, 4.62, 4.65
5	5.1	<u>Page 145:</u> 5.1, 5.2
	5.2	<u>Page 146:</u> 5.6, 5.9, 5.10
	5.3	<u>Page 152:</u> 5.11 – 5.16, <i>Handout</i>
	5.4	<u>Page 154:</u> 5.17 – 5.19
6	6.1	<u>Page 159:</u> 6.3, 6.4, 6.6, 6.7, 6.11, 6.12, 6.13, 6.14, 6.15
	6.2	<u>Page 166:</u> 6.16 – 6.21, 6.28, 6.36, 6.37
	6.3	<u>Page 175:</u> 6.47 – 6.50, 6.54, 6.66, 6.67
7	7.1	<u>Page 200:</u> 7.1 – 7.3, 7.5, 7.7, 7.8, 7.11, 7.14, 7.15, 7.22, 7.23, 7.34, 7.40 – 7.42
8	8.1	<u>Page 238:</u> 8.4, 8.6 – 8.8
	8.2	<u>Page 253:</u> 8.15, 8.18, 8.21, 8.24, 8.25, 8.26, 8.30, 8.32, 8.33 – 8.37, 8.44, 8.48, 8.49, 8.56, 8.61
9	9.1	<u>Page 289:</u> 9.1, 9.2, 9.5 – 9.9, 9.13, 9.14, 9.19, 9.22
	9.2	<u>Page 295:</u> 9.30, 9.33, 9.36, 9.41, 9.42
10	10.1	<u>Page 306:</u> 10.1 – 10.8
	10.2	<u>Page 318:</u> 10.9 – 10.16, 10.22, 10.27, 10.30, 10.33, 10.35, 10.36, 10.38
	10.3	<u>Page 322:</u> 10.41 – 10.47, 10.51, 10.52

Please list the chapter and section number on the homework problems you turn in.
Homework is due the NEXT class session after the material is covered in class.

v

Course Syllabus STQM 260 Spring 2007

Course Title: Introduction to Statistics
Prerequisite: Math 115, 116, or 117
Instructor: Dr. Elies Kouider
Office: College of Business 328
Phone: (231) 591-2767
E-mail Address: kouidere@ferris.edu
Office Hours: MW 1:45-3:00 pm, TR 4:15-5:00 pm, or by appointment

Course Description:

Practical aspects of sampling; data presentation; measures of central tendency, dispersion, and association; correlation and simple linear regression; basic probability theory; normal probability distribution; sampling distribution of the sample mean; and confidence interval of the mean.

Student Learning Outcomes:

At the end of this course students will be able to

1. Define statistics and explain the overall framework of statistical analysis.
2. Differentiate between a sample and a population.
3. Identify the types of data and apply appropriate techniques to summarize them.
4. Construct and interpret graphical and tabular data summaries.
5. Calculate and interpret statistical measures widely used in practice.
6. Estimate simple linear regression equation, interpret its coefficients, and use it for prediction.
7. Calculate probabilities of events using basic probability rules.
8. Calculate probabilities and percentiles from the normal probability distributions table.
9. Calculate probabilities from the sampling distribution of the mean.
10. Construct and interpret confidence intervals for the population mean.

Teaching Methods:

1. Explain concepts and business applications through lectures using both the white-board and data show
2. Solving problems with the emphasis of group discussion
3. Make use of computer technology
4. Self-paced learning using WebCT

Use of Modern Instructional Technology:

1. Data show.
2. Statistical package (Excel: data analysis and data analysis plus)
3. Video segments.
4. PowerPoint presentations.
5. Internet / WebCT.

Skills to be developed:

This course helps students develop the following skills:

1. Oral and written communication skills through in class discussions, homework assignments, case study.
2. Analytical skills through solving problems and case study.
3. Teamwork skills through group discussions when solving problems, homework assignments, case study.
4. Creative thinking skills through analysis of problems and case study.
5. Computer skills through the use of Excel, PowerPoint, Word, Internet, WebCT.

Topics to be covered:

Chapter 1: What is statistics?

- 1.1 Key Statistical Concepts
- 1.2 Statistical Applications in Business
- 1.3 Statistics and the Computer
- 1.4 World Wide Web and Learning Center

Chapter 2: Graphical and Tabular Descriptive Techniques

- 2.1 Types of Data and Information
- 2.2 Graphical and Tabular Techniques for Nominal Data
- 2.3 Graphical Techniques for Interval Data
- 2.4 Describing the Relationship between Two Variables
- 2.5 Describing Time-Series Data

Chapter 4: Numerical Descriptive Techniques Descriptive Statistics: Numerical Methods

- 4.1 Measures of Central Location
- 4.2 Measures of Variability
- 4.3 Measures of Relative Standing and Box Plots
- 4.4 Measures of Linear Relationship

Chapter 5: Discrete Probability Distributions

- 5.1 Methods of Collecting Data
- 5.2 Sampling
- 5.3 Sampling Plans

Chapter 6: Probability

- 6.1 Assigning Probability to Events
- 6.2 Joint, Marginal, and Conditional Probability
- 6.3 Probability Rules and Trees

Chapter 7: Random Variables and Discrete Probability Distributions

- 7.1 Random Variables and Probability Distributions

Chapter 8: Continuous Probability Distributions

- 8.2 Normal Distribution

Chapter 9: Sampling Distributions

9.1 Sampling Distribution of the Mean

Chapter 10: Introduction to Estimation

10.1 Concepts of Estimation

10.2 Estimating the Population Mean When the Population Standard Deviation is known

10.3 Selecting the Sample Size

Learning Assessment:

Your learning is assessed based on five exams, about five homework assignments, and a case study. Four of the five exams are non-comprehensive and in-class, while the fourth of the five exams is comprehensive and take-home. You may bring to all of the exams a scientific calculator and a two-sided letter size sheet of paper that may include formula or definitions but not any of the content of the practice exams. Also, you are highly recommended to attend the scheduled review sessions. The homework assignments and the case study are solved in groups of up to five students. Each group should submit a **typed** copy of the solution of the assignment by the due date. Assignments that are **not typed** are **not graded**. Assignments are not accepted after the due date as the solution will be posted on the WebCT. Your final grade is based on the following distribution:

Section 005 (MW Classes)

• Exam 1	Wednesday February 7, 2007	16%
• Exam 2	Wednesday March 14, 2007	16%
• Exam 3	Wednesday April 11, 2007	16%
• Exam 4 (Take-Home)	Wednesday April 18, 2007 (Due Date)	16%
• Exam 5	Wednesday May 2, 2007 / 4:00-5:00 pm	16%
• Homework Assignments (at least five)		15%
• Case study		5%

Sections 007, 008, and 009 (TR Classes)

• Exam 1	Thursday February 8, 2007	16%
• Exam 2	Thursday March 15, 2007	16%
• Exam 3	Thursday April 12, 2007	16%
• Exam 4 (Take-Home)	Thursday April 19, 2007 (Due Date)	16%
• Exam 5	April 30-May 2, 2007	16%
➤ Section 007 (TR 12:00-1:15)	Tuesday May 1, 2007 / 12:00-1:00 pm	
➤ Section 008 (TR 1:30-2:45)	Wednesday May 2, 2007 / 2:00-3:00 pm	
➤ Section 009 (TR 3:00-4:15)	Monday April 30, 2007 / 2:00-3:00 pm	
• Homework Assignments (at least five)		15%
• Case study		5%

Review Sessions:

- Tuesday February 6, 2007 4:30-5:30 pm
- Wednesday February 7, 2007 2:00-3:00 pm
- Tuesday March 13, 2007 4:30-5:30 pm
- Wednesday March 14, 2007 2:00-3:00 pm

- ✓ Tuesday April 10, 2007 4:30-5:30 pm
- ✓ Wednesday April 11, 2007 2:00-3:00 pm

Final letter grades will be based on the following scale:

93% - 100%	A	4.0
90% - 92.9%	A-	3.7
86% - 89.9%	B+	3.3
83% - 85.9%	B	3.0
80% - 82.9%	B-	2.7
76% - 79.9%	C+	2.3
73% - 75.9%	C	2.0
70% - 72.9%	C-	1.7
66% - 69.9%	D+	1.3
63% - 65.9%	D	1.0
60% - 62.9%	D-	0.7
00% - 59.9%	F	0.0

Attendance Policy:

You are expected to attend all classes. If you miss a class, it is your responsibility to obtain the information presented on that day from the WebCT, your discussion group, or any other classmate. You are also expected to participate in the group discussions when solving problems. Two points out of your exam (over 100 points) will be deducted for each absence. If you have a legitimate excuse such as sickness, death of a close relative, serving in a jury, or a FSU field trip, you need to provide some proof so that you will be excused for that missing day.

Resources:

Textbook: Statistics for Management & Economics (2005) Volume 1: STQM 260 by Keller.

Software: MS Excel & Data Analysis Plus.

Other material: Any other material presented on the WebCT or during class.

American with Disabilities Act:

Qualified students with disabilities needing appropriate academic adjustments should contact me as soon as possible to ensure that your needs are met in a timely manner.

Reminder: A scientific calculator is needed in this course. If you don't have one and you are buying, the TI 36X calculator is suggested.

Note: I reserve the right to make any needed and appropriate adjustments to this syllabus.

ISYS 321 Business Information Systems

Fall Term 2006

Course Syllabus

Instructor: Dr. Jay Hettiarachchy
Phone: 231-591-2477
e-mail: hettiarj@ferris.edu
Office Hours: Tuesday 1:00 – 5:00 P.M.
Friday afternoon (by arrangement)

Semester: Fall 2003
Office: COB 366
Lecture: MW 4:30 – 5:45 pm

Class location: BUS 310
Credits: 3

Text: *Information Systems Today: Why IS Matters* Jessup and Valacich 2nd Edition

Catalog description:

ISYS 321- Introduction to strategic information systems functions. Provides an integrating experience that enables a student to demonstrate the capacity to synthesize and apply knowledge from an organizational perspective. Included are the uses of information technology to grow, expand, and efficiently and profitably manage an organization. Of particular focus are the interrelationships between information systems. An interdisciplinary team project(s) is required.

Prereq: Microcomputer competency, ACCT 201 and 202, MKTG 321, MGMT 301 and BLAW 321.

Course objectives: Upon successful completion of this course, the student will:

- 1) Understand what information systems are, how they have evolved to become a vital part of modern organizations, and why information systems matter.
- 2) Learn about several types of information systems and where and how each is used in organizations.
- 3) Understand the process used by organizations to manage the development of information systems.
- 4) How information systems can be used strategically to enable firms to gain or sustain competitive advantage over their rivals.
- 5) Gain an understanding of data and knowledge management systems - the two types of information systems utilized by organizations to easily store and manipulate their key information systems.
- 6) Understand the key telecommunications applications, in particular how the Internet is being used efficiently and productively by and across organizations.
- 7) Understand power of electronic commerce in conducting business.
- 8) Understand how companies are deploying enterprise-wide information systems to support and integrate their various business activities, to streamline and better manage interactions with customers, and to coordinate better with their suppliers in order to meet changing customer demands more efficiently and effectively.
- 9) Understand the ethical ramifications and concerns of the information age professional.

columns will vary depending on the nature of the cases assigned.

Course Objectives	How Addressed	Outcomes	How Measured
<p>1. Understand what information systems are, how they have evolved to become a vital part of modern organizations, and why information systems matter.</p>	<p>By a quick review of textbook material in chapter 1 and engaging the class in a discussion that would help them to understand the relevance of the Cases that are given at the end of the chapter.</p>	<p>Students ability: 1) see all aspects of a given situation by carefully studying the situation as documented in the case selected 2) evaluate the conditions leading to difficulties 3) analyze all possible remedies and make recommendation/s for a viable solution.</p>	<p>1) Ability to make a presentation that demonstrates a thorough understanding of the case at hand and come up with a solution that is not only convincing but also practicable. 2) Ability to provide convincing evidence of having given careful thought to the evidence as presented in the case and provide viable and logical solutions that are acceptable</p>
<p>2. Learn about several types of information systems and where and how each is used in organizations.</p>	<p>Class discussion and review of chapter material</p>	<p>Students ability to synthesize the chapter material and relate them to the information systems in organizations.</p>	<p>Students' ability to show the relevance of the cases by brain-storming method and making presentation of their view to the class.(Note: that each situation demands a different approach to solving problems, depending on the CASES examined)</p>
<p>3. Understand the process used by organizations to manage the development of information systems.</p>	<p>Class discussion and review of chapter material</p>	<p>Students ability to synthesize the chapter material and understand the process used by organizations to manage the development of information systems</p>	<p>Students' ability to show the relevance of the cases at the end of the chapter by brain-storming method and making presentation of their view to the class. (Note: that each situation demands a different approach to solving problems,</p>

<p>4. How information systems can be used strategically to enable firms to gain or sustain competitive advantage over their rivals.</p>	<p>Class discussion and review of chapter material</p>	<p>Students ability to synthesize the chapter material and understand the process used by organizations to manage the development of information systems</p>	<p>Students' ability to show the relevance of the cases at the end of the chapter by brain-storming method and making presentation of their view to the class. (Note: that each situation demands a different approach to solving problems, depending on the CASES examined)</p>
<p>5. Gain an understanding of data and knowledge management systems - the two types of information systems utilized by organizations to easily store and manipulate their key information systems.</p>	<p>Class discussion and review of chapter material</p>	<p>Students ability to synthesize the chapter material and understand the process used by organizations to manage the development of information systems</p>	<p>Students' ability to show the relevance of the cases at the end of the chapter by brain-storming method and making presentation of their view to the class. (Note: that each situation demands a different approach to solving problems, depending on the CASES examined)</p>
<p>6. Understand the key telecommunications applications, in particular how the Internet is being used efficiently and productively by and across organizations.</p>	<p>Class discussion and review of chapter material</p>	<p>Students ability to synthesize the chapter material and understand the process used by organizations to manage the development of information systems</p>	<p>Students' ability to show the relevance of the cases at the end of the chapter by brain-storming method and making presentation of their view to the class. (Note: that each situation demands a different approach to solving problems, depending on the CASES examined)</p>
<p>7. Understand power of electronic commerce in conducting business.</p>	<p>Class discussion and review of chapter material</p>	<p>Students ability to synthesize the chapter material and understand the process used by organizations to</p>	<p>Students' ability to show the relevance of the cases at the end of the chapter by brain-storming method and making</p>

		development of information systems	view to the class. (Note: that each situation demands a different approach to solving problems, depending on the CASES examined)
8. Understand how companies are deploying enterprise-wide information systems to support and integrate their various business activities, to streamline and better manage interactions with customers, and to coordinate better with their suppliers in order to meet changing customer demands more efficiently and effectively.	Class discussion and review of chapter material	Students ability to synthesize the chapter material and understand the process used by organizations to manage the development of information systems	Students' ability to show the relevance of the cases at the end of the chapter by brain-storming method and making presentation of their view to the class. (Note: that each situation demands a different approach to solving problems, depending on the CASES examined)
9. Understand the ethical ramifications and concerns of the information age professional.	Class discussion and review of chapter material	Students ability to synthesize the chapter material and understand the process used by organizations to manage the development of information systems	Students' ability to show the relevance of the cases at the end of the chapter by brain-storming method and making presentation of their view to the class. (Note: that each situation demands a different approach to solving problems, depending on the CASES examined)

Detailed Schedule:

Week	Reading Assignment	Case Presentations	Quizes	Points
1 Aug. 30	Chapter 1 Why Information			

2 Sept. 6	Chapter 6 Organizational Information Systems	Chapter 1 Cases 1-3, pp.33-35(Clinical Information System Adoption at PeaceHealth; High Tech, High Touch at Edward Jones; Connection by Boeing: Why Information Systems Matter (group presentation followed by discussion)		40
3 Sept 13	Chapter 8 Information Systems Development and Acquisition		Quiz1 (ch.1 & 6)	30
4 Sept 20	Chapter 2 Information Systems for Competitive Advantage	Chapter 6 Cases, pp. 241- 245. Automated Workflow Implementation Reduces Transaction Processing at Bank of Hawaii Investment Services Group; Ernst & Young Deploys Lotus Notes throughout its large, Global Enterprise; Connexion by Boeing: Organizational Systems. (group presentation followed by discussion)		40
5 Sept 27	Chapter 2 Information Systems for Competitive Advantage continued	Chapter 8 Case (group presentation followed by discussion)		
6 Oct. 4	Chapter 3 Data and Knowledge Management	Chapter 3 Application Exercise on page 108 "Database Application: Building a Knowledge Database" (group presentation followed by discussion)		40
7 Oct. 11	Chapter 4 The Internet and Security	Chapter 4 Case1 on Telemedicine on page 151. (group presentation followed by discussion)		40
8 Oct. 18	MID-TERM	EXAMINATION (on chapters 2,3,4 &8)		100
9 Oct 25	Chapter 5 Electronic	Chapter 4 Evaluate the Banner Project at FSU		40

	Intranets and Extranets	followed by discussion)		
10 Nov. 1	Chapter 5 Continued	Chapter 5 Case (group presentation followed by discussion continued)		40
11 Nov.8	Chapter 7 Enterprise-wide Information Systems			
12 Nov. 15	Chapter 7 Continued		Quiz 2 (ch. 5 & 7)	30
13 Nov. 22	Chapter 9 Information Systems Ethics and Computer Crime	Chapter 7 Case (group presentation followed by discussion)		40
14 Nov 29		Chapter 9 Case (group presentation followed by discussion)		40
15 Dec 6		Chapter 9 Case (group presentation followed by discussion continued)		
16 Dec. 11 – 15 Final Exam Week	FINAL	EXAMINATION (Cumulative, but the main focus is on ch. 5,7 & 9)		200
Attendance(possible points)				45
Professional conduct				35
Total				800

Course Grading

<i>Course Grade</i>	<i>Points</i>	<i>Approximate % of Grade</i>
2 quizzes (Online)	30 each	7.5
9 cases – these are team-based assignments (submit online, be ready to present if and when asked)	40 each	45
Attendance, 3 pts perday		
Professional behavior		

good work ethics, respect for others in the class and not engaging activities that disrupts the learning environment facilitated by the instructor	35	4
Mid-term	100	13
Final Examination	200	25
Total	800	

Point System: 800 total assigned points

A = ^ 720

B = ^ 640

C = ^ 560

I do not want anyone in this class to attempt to get 560 or below!

The in between grades will be calculated accordingly.

**SYLLABUS ATTACHMENT
COLLEGE OF BUSINESS – FERRIS STATE UNIVERSITY**

FALL 2006

IMPORTANT DATES

Late registration	Wednesday-Friday	August 23,24,25
First day of classes	Monday	August 28
Labor Day (no classes)	Monday	September 4
Mid-term grades due	Monday	October 23
Registration for current students begins	Monday	October 30 – November 13
Last day for "W" grades (full semester)	Thursday	November 2
Thanksgiving recess begins (no classes)	Thursday	November 23
Thanksgiving recess ends (class resume)	Monday	November 27
Last day of classes	Friday	December 8
Examination Week	Monday-Friday	December 11 – 15
Commencement	Saturday	December 16
Final grades due by 9:00 a.m.	Monday	December 18

<i>Sessions</i>	<i>Dates</i>	<i>Withdraw Date</i>
Session A	August 28 – October 17	09/28/06
Session B	October 18 – December 8	11/17/06
Session C	August 28 – September 29	09/18/06
Session D	October 2 – November 2	10/20/06
Session E	November 3 – December 8	11/27/06

LIBRARY

HOURS

Regular hours for
the (FLITE)
library:

Monday –
Thursday.....
7:30 am – 12:00
am
Friday.....
.....7:30
am – 9:00 pm
Saturday.....
..... 9:00
am – 6:00 pm
Sunday.....
.....1:00
pm – 12:00 am

COMPUTER LAB HOURS (FLITE)

Computer lab
hours in the
(FLITE) library:

Monday –
Thursday.....
7:30 am – 12:00
am
Friday.....
.....7:30
am – 9:00 pm
Saturday.....
..... 9:00
am – 6:00 pm
Sunday.....
..... 1:00
pm – 12:00 am

COMPUTER LAB HOURS (COB)

Please call x2291 or go to room 104 for posted hours.

HOW TO CONTACT A FACULTY MEMBER

If you have questions or need help, talk to your instructor. Faculty office locations, phone numbers, and office hours may be obtained from the class syllabus or department office, or through the College of Business web page at <http://www.ferris.edu/cob>. A faculty directory notebook is also located outside of the dean's office (BUS 200) and is also available on the College of Business website.

WITHDRAWING FROM CLASSES after OFFICIAL DROP/ADD DATES (first four days of classes)

If you need to drop a class, after the first four days of classes (official drop/add dates), you must do so **OFFICIALLY**, through your dean's office, in order to receive a "W" grade in the course. If you need to totally withdraw from school, you must do so **OFFICIALLY** at Admissions and Records in CSS 101. The last day to withdraw or drop a class may be different for different classes (please review the

above dates in chart). In case of medical reasons requiring you Health Center at 591-2614.

INCOMPLETES

The intent and appropriate use of the "I" grade is NOT to avoid s grades, nor should it be considered as an extended alternative to v considered for extenuating circumstances that have led to a s Extenuating circumstances are generally defined as those situatio control—e.g., illness, birth, jury duty, death of a parent, seriou documentation.

Students must have completed at least 75% of the coursework at pa and they may be required to sign an agreement regarding cours changes to an "F" after one semester (not counting summer) unles extends the incomplete.

WHERE TO GO FOR HELP

charge. They are designed to help you succeed in your courses, in your career planning, and in meeting the challenges of college life. Don't hesitate to explore and use these services at Ferris.

Academic Support Center...ASC 1017 – 591-3543

The Writing Center.....ASC 1017 – 591-2534

The Writing Center, Tutorial Services and Academic Skills Center joins together to offer FSU students an array of academic support services, e.g.

- tutoring for many Ferris courses
- individual help and workshops with writing skills and writing assignments for English or other courses
- help in developing better reading and study strategies
- workshops to help you meet the challenges of college life

Scholar Program.....ASC 1025 – 591-5976

SCHOLAR is an academic support program that aids in the student's successful progression by offering a Peer Mentor Program, a Student Retention Program, and an Academic Student Advisory Committee.

Disabilities Services.....STR 317 – 591-3772

FSU provides special services and assistance for students with physical handicaps or learning disabilities. In order to take advantage of these services, stop by or call for an appointment with FSU's Special Needs Counselor, Eunice Merwin.

**Personal Counseling, Sexual Assault,
Substance Abuse**

Birkham Health Center - 2nd Floor.....591-5968

Personal counseling is available confidentially and free of charge. Counselors are available to assist with personal and stress-related problems, family and relationship issues, substance abuse, sexual assault, depression, or other similar problems. Call or stop by to obtain an appointment.

Career Counseling- Business 200

COB Educational Counselor- Rebecca Kowalkoski, LPC

To change your academic program:

COB Dean's office BUS 200 591-2420

Safety

Please observe the posted shelter and evacuation routes in the hallway nearest your classroom.

Attendance Policy: Regular attendance is expected. If you should miss a class meeting, it is your responsibility to obtain information concerning the material covered and upcoming assignments. If there are homework assignments due on that class period, previous arrangements should be made with the instructor whenever possible.

Academic Honesty: Students are expected to do their own work. Cheating on tests, plagiarism on written assignments or any other form of academic dishonesty will result in a "0" for the assignment.

Assignments/test schedules: Students are expected to hand in all assignments and complete all tests on tasks on the day they are due. Late work will receive a 10% reduction for each calendar day they are late. Quizzes cannot be made up unless the student had an excused absence. Major tests can be made up only if prior arrangements are made with the instructor.

No assignments will be accepted more than two weeks late. Assignments handed in during the week after they are due are penalized 25%. Assignments handed in during the second week after they are due are penalized 50. Make sure your name and assignment number and page number appear on the assignment submissions

Class Preparation: Students are expected to come to class prepared. This means they should have read the material assigned for the class session and have prepared any pertinent assignments Be prepared to discuss the assignments and answer questions pertaining to the subject matter each day.

Cheating Policy

Students are expected to uphold the school's standard of conduct relating to academic honesty. Students assume full responsibility for the content and integrity of the academic work they submit. The guiding principle of academic integrity shall be that a student' submitted work, examinations, reports, and projects must be that of the student's own work. Students shall be guilty of violating the honor code if they:

1. Represent the work of others as their own.
2. Use or obtain unauthorized assistance in any academic work.
3. Give unauthorized assistance to other students.
4. Modify, without instructor approval, an examination, paper, record, or report for the purpose of obtaining additional credit.
5. Misrepresent the content of submitted work.

student violating the honor code is subject to receive a failing grade for the course and will be reported to the Office of Student Affairs. If a student is unclear about whether a particular situation may constitute an honor code violation, the student should meet with the instructor to discuss the situation.

For this class, it is permissible to assist classmates in general discussions of computing techniques. General advice and interaction are encouraged. Each person, however, must develop his or her own solutions to the assigned projects, assignments, and tasks. In other words, students may not "work together" on graded assignments. Such collaboration constitutes cheating. A student may not use or copy (by any means) another's work (or portions of it) and represent it as his/her own. If you need help on an assignment, contact your instructor or the TA, not other classmates.

ISYS 321 Business Information Systems
Fall Semester 2006
Course Syllabus

Instructor: Hal Palmer
Office: BUS 352
Phone: 591-2470
E-mail: palmerh@ferris.edu
Office Hours: M W F 12-1
M 10-11

Text: *Information Systems Today: Why IS Matters* Jessup and Valacich 2nd Edition

Course objectives:

1. To familiarize students with the concept of business information systems organization and function
2. To help students understand the importance of the following business applications
 - A. Engineering and Research including; product/research design and development from inception to plant layout
 - B. Production planning including; engineering, material planning, procurement, supplies, accounts payable
 - C. Plant Operations including; Sales, order entry, receiving, storage, production scheduling, distribution
 - D. Management Operations including; accounts payable, accounts receivable, payroll, cost accounting, inventory cash flow
 - E. Information system organization including; mission, function and hierarchy, user role in information systems function, strategic and management tools such as DSS, expert systems, OLAP, CAD/CAM, EDI, Groupware etc.
 - F. Information systems in retailing/sales including; inventory, procurement, ordering, accounts payable, inventory, financing, sales and accounts receivable, storefront, mail order, E-commerce, shipping and distribution
 - G. Information systems in finance and banking including; process, product and profitability, tradition distribution, cyber institutions and operations

Course description: This course will provide an integrating experience that enables students to demonstrate the capacity to synthesize and apply knowledge from an enterprise perspective. The course introduces students to strategic and operational information systems functions. The course will focus on the interrelationship between information systems within the enterprise.

Tests: There will be four exams, as well as on-line quizzes and on-line discussions.

Homework: There will be numerous homework assignments during the course of the term.

Class discussion: At the beginning of each class meeting there will be a class discussion on subjects related to business information systems. You will be called on and asked to contribute to the discussion. These talks will be Socratic in nature. That is, there will typically not be right or wrong answers to the question and one answer will lead to more questions. The purpose of the discussion is to start you thinking about the subject matter and should help you understand the information systems material.

Grades: Individual class activities and their respective weight toward the final grade are listed below.

Activity	Weight
Tests	400 pts
In-class discussion	100 pts

On-line	
Discussion	100 pts
Quizzes	100 pts
Homework	300 pts

Final grades will be assigned as follows

100-90 = A

89-80 = B

79-70 = C

69-60 = D

59- 00 = F

Attendance policy: Regular class attendance is expected. If you should miss a class meeting, it is your responsibility to obtain information concerning material covered and upcoming assignments. If there is a quiz or other assignment due during that class period, previous arrangements should be made with the instructor on how the work missed will be made up. Work missed due to unexcused absences cannot be made up.

Academic honesty: Students are expected to do their own work. Cheating on tests, plagiarism on written assignments or any other form of academic dishonesty will result in a zero for the assignment.

Assignments/test schedules: Students are expected to hand in all assignments, complete all tasks and complete tests on the day they are due. Late work will receive a 10% grade reduction for each class day they are late. Tests can be made up only if prior arrangements are made with the instructor.

Class preparation: Students are expected to come to class prepared. This means they should have read the material assigned for the class session and have prepared any pertinent assignments. Be prepared to discuss the assignments and answer questions pertaining to the class session's subject matter each day. Take notes in class. Much of the material covered in this class will not be found in your text.

Course Prerequisites: Accounting 202, Math 115 or 116 or equivalent (You must have taken these courses to be enrolled in the class)

Office: College of Business 374, Phone: (231) 591-2473, Fax: (231)591-3521

E-mail: Use e-mail in web-ct or Vivian_Nazar@ferris.edu (for emergency only)

Office Hours: Monday and Wednesday 2:00-2:55 p.m. and 4:15-5:05 pm or by appointment.

Course description: This course is designed to develop students' understanding of the basic fundamentals of finance. Topics covered: financial analysis, financial forecasting, sources of short-term financing, working capital management, time value of money, stock and bond valuation, and capital budgeting.

Course objectives:

1. To understand the basic goals and functions of corporate financial management.
2. To apply the risk and return trade-off in making financial decisions.
3. To evaluate corporate performance through financial analysis and financial forecasting.
4. To examine how funds are allocated between current and fixed assets.
5. To evaluate the best mix between long-term and short term sources of funds.
6. To apply the basic concept of time value of money in financial decisions such as valuation and capital budgeting.
7. To understand the basics of stock and bond valuation.
8. To gain an overall appreciation of the finance function in relation to marketing, production and corporate performance.
9. To raise awareness of current issues facing financial managers today.

Exit competences:

1. Be able to apply the basic financial theories and concepts in financial decisions.
2. Be able to use financial analytical tools in solving financial problems.
3. Be able to synthesize and integrate financial information of a company and industry from different sources
such as the internet.
4. Improved analytical and problem solving skills.

Student Assessment:

Understanding of basic theories and practical application of concepts will be assessed through a combination of exams, quizzes and homework. Please see course outline below.

Required Text: Foundations of Financial Management, Stanley Block and Geoffrey Hirt, 11th ed., 2005 Irwin.

Student Self-study Software CD (included in the text).

Other requirements:

1. A calculator with exponent (y^x) and root of y ($\sqrt{\quad}$) keys. (If you are a finance major, you need BAII Plus financial analyst calculator).
2. A folder to put class notes and reading materials handed in class.
3. A computer disk to save work.
4. Access to Web-ct: Course materials are available in the Web-ct: syllabus, power point presentations, course materials and grades. Regularly check the web-ct for class announcements and homework assignments.
3. Access to FSU Library if you live off-campus.

Course Requirements

A. Time Commitment: You will get out of this course what you put into it. A standard level of commitment for college level courses is 2 to 3 hours of outside work per hour of class. This course is designed to require such a time commitment. My assignments are such that you need to spend between 6 to 7 hours per week on this class, plus your time in class. If you cannot make such time commitment this semester then you should consider taking a different class. This course is offered every semester.

B. Tests (4): There will be three mid-term tests, 100 points each and a final test 130 points. Each test will cover the lectures, text materials and homework assignments for that period.

- Each test has two parts. Part one is composed of multiple choice questions to test students understanding of theories. Part two is composed of short problems to test students' abilities to apply concepts in practice.
- You may prepare a one sheet notes/formulas, handwritten both sides (no photocopy please), to use during the test. Bring your own calculator.
- The test will be announced in class a week in advance and may only be taken on the indicated date and class time. The only exception is if you have a **valid written** medical or University excuse in which case a make-up test must be taken within one week of the last day of the excused absence (you must let me know ahead of time).

C. Homework

We are going to go over financial equations and formulas in solving financial problems. In order to use these tools, it is essential that you practice solving problems. I have assigned problems at the end of each chapter for you to answer after we have covered the chapter material in class.

-It is your responsibility to complete the text problems, practice solving the problems, go over the step by step process and know the formula used with proper notation, mathematical computations and answers in correct units. Check your answer against the answer key provided in the course web-ct Homepage look under *Text Problems Solutions*. If you have any questions, see me during office hours. I will go over some text problems in class. I will not collect or grade these homework.

I will collect only two homework applications:

1. Financial analysis (25 points) and
2. Stock valuation (25 points)

D. Practice quiz.

Take the practice quiz in the web-ct. The practice quiz will be available for each chapter for only one week. Check the availability. The quiz will not count toward your grade but will serve as a review for the chapter.

D. List of Formula

- For each chapter, maintain a list of formula to use during test.
- For each formula, indicate the name, proper notation, a brief description of its use and one problem example with complete solution.
- Bring your updated formula list to every class meeting or office visit.

E. Readings: Students are required to **read the chapter or topic before coming to class** (refer to the course outline for topic). Having been absent in class does not constitute an excuse for not reading the assigned topic nor doing the homework. **It is your responsibility to read the whole chapter.** Due to time constraint, I will be covering only the major points in class. However, the tests may include all the materials found in the text, class lectures and homework.

F. Attendance: Daily attendance is required and taken at the beginning of the class period. You are allowed to miss four classes (excused and unexcused) without penalty. Any absences beyond four will reduce your

final grade 1 notch per day (example: course grade B+, 1 day more than four, course grade drops to B). If you are tardy, it is your responsibility to let the instructor know at **the end** of the class that you are present. Two tardy arrivals will count as one day absent.

Bring to class everyday a calculator, your own copy of the textbook, materials previously distributed in class and your own pen/pencil. We will apply theories in solving problems in class, it is important you bring these materials in class. The instructor may require you to get them if you do not have them with you in class.

F. Extra credits: Extra credits (3 points each) may improve your grade up to one notch. (Example: course grade B to B+) However, if you have an F grade, it will not move your grade to D-.

G. Grading: Grades are based on

Mid-term test 1	100 points
Mid-term test 2	100 points
Mid-term test 3	100 points
Final Test	130 points
Homework	50points

Total possible	480 points

To calculate your grade, add your total points received divided by total possible points.

Enter your grade:

Mid-term test 1	+ _____	(100) points
Mid-term test 2	+ _____	(100) points
Mid-term test 3	+ _____	(100) points
Final Test	+ _____	(130) points
Homework	+ _____	(50) points

Total _____ /480 = _____ X 100% = _____ Grade

A letter grade will be assigned based on the following scale:

A=93-100%; A-=90-92%; B+=87-89%; B=83-86%; B-=80-82%; C+=77-79%; C=73-76%; C-=70-72%; D+=67-69%; D= 63-66%; D-=60-62%; F=below 60%

K. Class Policy:

1. No newspapers, books from another class, and magazines are to be read while in class.
1. Let me know if you need assistance. Finance tutors are available. Call tutorial services at **591-3543** for appointments. It is advisable to make an appointment ahead of time.
2. Students are to show respect to everyone at all times, any behavior not conducive to learning will not be tolerated and may result in a lower grade/failing grade in class. Any student who talk in class while lecture or class discussion is in progress will be dismissed without notice.
5. Due to time constraints immediately before and after class, if you have any questions regarding missed tests or homework etc. that may require more than a couple of minutes to respond, please see me in my office, call me or e-mail me and I will be happy to help you.
6. Academic dishonesty in test, homework or project will result in an F grade and may result in course failure.
7. Turn-off the ringer in your cell phone while in class.

Note: It is essential that you review accounting (Chapter 2 of your text) especially if you took Accounting 201 and 202 more than a year ago. We will be referring and using accounting terminologies and concepts throughout the semester. I will assume you are familiar with the basics covered in Accounting 201 and 202.

Date	Chapter	Practice Problems/Questions and Homework
Week 1 Aug 28- Sep1	Chapter 1 The Goals and functions of Financial Management	Ch. 1 Questions- 5, 7, 8, 11, 12, and 13 page 20 After answering the problems/questions and checking your answers against the answer key in the web-ct, take the chapter practice quiz in the web-ct.
Sep 4	No classes-Labor Day!	
Week 2 Sep 5-8	Ch. 15- Investment Banking	Chapter 15 1. Questions -1,4,5,6,8,9,10,11,12,13 page 457-8. After answering the problems/questions and checking your answers against the answer key in the web-ct, take the chapter practice quiz in the web-ct.
Week 3 Sep 11-15	Ch. 15 continued Chapter 3 Financial Analysis (Review Chapter 2 on your own before reading Chapter 3.)	Homework to be collected: Financial Analysis of your firm. Separate information will be provided. Due date _____.
Week 4 Sep 18-22	Ch. 3 Financial Analysis Test # 1 Chapters 1, 15 and 3	Chapter 3 1. Prob. 4, 9, 19, 20, 21, 28, 31pages 70-80. After answering the problems/questions and checking your answers against the answer key in the web ct-t, take the chapter practice quiz in the web-ct. Test date: September 25, 2006
Week 5 Sep 25 – Sep 29	Ch. 4 Chapter Financial Forecasting	Chapter 4 1. Questions- 1- 7 page 101 Ch.4 Prob. 4, 8, 9, 10, 12, 14, 20, 22, pages 102-108 After answering the problems/questions and checking your answers against the answer key in the web-ct, take the chapter practice quiz in the web-ct.
Week 6 Oct 2-6	Chapter 5 Operating and Financial Leverage	Chapter 5 1. Questions – 1-10, pages 130-1. 2. Prob. 1, 3, 4, 5, 10, 11, 16, pages 130-136. After answering the problems/questions and checking your answers against the answer key in the web-ct, take the chapter practice quiz in the web-ct.
Week 7 Oct 9-13	Chapter 6 Working Capital and Financing Decision	Chapter 6 1. Questions 1, 2, 3, 7, 8, 9 and 10, page 165. 2. Problems 8, 9 and 12 page 169-170 After answering the problems/questions and checking your answers against the answer key in the web-ct, take the chapter practice quiz

	Test # 2 – Chapters 4, 5, and 6	in the web-ct. October 18, 2006
Week 8 Oct 16-20	Chapter 6 continued Chapter 7 Current Asset Management	Ch.7 1. Questions – 1, 4, 6, 7, 10, 11, 12, 13, 14 pages 202-3. 2. Prob. 3, 5, 12, 14, 16, 17 pages 201-205 After answering the problems/questions and checking your answers against the answer key in the web-ct, take the chapter practice quiz in the web-ct.
Week 9 Oct 23-27	Chapter 7 continued Chapter 8 Sources of Short-term Financing	Ch. 8. 1. Answer discussion questions 1, 4, 5, 7, 9, 10, 11 and 13 page 229. 2. Answer problems 8, 13, 15 and 18 pages 230-233. After answering the problems/questions and checking your answers against the answer key in the web-ct, take the chapter practice quiz in the web-ct.
Week 10 Oct 30- Nov3	Chapter 9 The Time Value of Money	Chapter 9 1. Questions – 1-8 page 261 2. Ch. 9 Prob. 2, 3, 5,7,12,17, 24,31,29, 35 pages 261-265 3. Practice problems to be given in class. Due date _____ After answering the problems/questions and checking your answers against the answer key in the web-ct, take the chapter practice quiz in the web-ct.
Week 11 Nov 6-10	Chapter 9 continued. Test # 3 Chapters 7, 8 and 9	November 10, 2006
Week 12 Nov 13-17	Chapter 10 Valuation and Rates of Return continued.	Ch. 10 1. Questions 1-10 1. Problems. 1, 8, 13, 15, 17, 21, 27 pages 290-294 After answering the problems/questions and checking your answers against the answer key in the web-ct, take the chapter practice quiz in the web-ct.
Week 13 Nov 20-22 Nov 23-24	Chapter 11 The cost of Capital and the Capital Asset Pricing Model No classes- Thanksgiving Break!	Ch. 11 1. Questions 1-13 pages 332-3. 1. Prob. 2, 7, 8, 10, 11, 12, 15, 18, 21, pages 333-339. After answering the problems/questions and checking your answers against the answer key in the web-ct, take the chapter practice quiz in the web-ct.
Week 14 Nov 27-Dec 1	Chapter 12 The Capital Budgeting Decision	Ch.12 1. Questions 1-9 page 374. 2. Prob. 1,2, 4, 5, 9, 11, 14, 19, 22, 26, pages 374-382.
Week 15 Dec 4-8	Ch. 12 continued Review	After answering the problems/questions and checking your answers against the answer key in the web-ct, take the chapter practice quiz in the web-ct.
Exam Week	Test # 4 Chapters 10, 11, 12	

Sources of information on the web:

For financial analysis assignment:

1. Get the last four years of Income statement, balance sheet and cash flow statement for your firm from www.moneycentral.msn.com and save in excel format in a disk/cd.

A. Financial statements and financial ratios --

1. www.moneycentral.msn.com
2. www.cnnfn.com
3. www.bigcharts.com
4. www.rueters.com
5. www.quote.yahoo.com
6. . <http://online.wsj.com> The Wall Street Journal
7. www.fool.com
8. www.clearstation.com →to find beta, to find S&P 500 return, to find industry return, to find financial ratios for your firm
10. Library resources: mergent online →to find financial statements

B. Sources of stock information and stock exchanges

1. www.nyse.com New York Stock Exchange
2. www.nasdaq-amex.com NASDAQ
3. www.cbot.com Chicago Board of Trade
4. www.liffe.com London International Financial Futures and Options Exchange
5. www.sec.gov Security Exchange Commission
6. www.cme.com Chicago Mercantile exchange

C. Internet trading

1. www.americanexpress.com/direct
2. www.ameritrade.com
3. www.accutrade.com
4. www.schwab.com
5. www.etrade.com
6. www.quick.reilly.com
8. www.scottrade.com

D. Information on Bonds

1. www.publicdebt.treas.gov , www.irs.ustreas.gov U.S. Treasury
2. www.savingsbonds.gov information on U.S. savings bonds
3. www.munidirect.com information on municipal bonds
4. www.tradebonds.com information about bonds

E. Investment service companies (ratings etc.)

1. www.moody.com Moody's Corp.
2. www.ratings.standardpoor.com Standard & Poor's corp.
3. www.bog.frb.fed.us to find information about the Federal Reserve
4. www.morningstar.com to find information about mutual funds

COURSE TITLE: Finc 322-003, Financial Management I, Three credits, 1:00 M/ W /F
PREREQUISITES: Accounting 201 & 202 & MATH 115/116 Phone: 591-2471
INSTRUCTOR: John Fairbanks OFFICE: Bus-346 john_g_fairbanks@ferris.edu
OFFICE HOURS: 2:00-3:00 Mon./Wed & 3:00-4:00 Tues./Thurs. Fall 2006
TEXT REQUIRED: Foundations of Financial Management, Block/Hirt, 11th edition, Irwin (Homewood, Illinois), 2005.

COURSE DESCRIPTION/OBJECTIVES/OUTCOMES

First, we will review the overall functions, goals, and environment of financial management along with some information on interest rates, monetary and fiscal policy, depreciation methods, and taxes. Also, the basic financial statements will be introduced and we will use financial ratio analysis to better understand what the financial statements are saying to all parties at interest.

Next, financial forecasting and budgeting will be covered to reveal their importance with respect to the planning and control functions of management. In addition, we will take a look at how operating leverage and financial leverage can affect a firm's level of risk and profits.

In the third section of the course, the techniques for managing the current assets and the current liabilities of the firm will be introduced to study what is called Working Capital Management (short-term financial management).

The last section of the course will be devoted to Long-Term Financial Management. We will look at the concepts of "Time Value of Money", "Valuation and Rates of Return" and how a company can estimate its cost of capital (MCC). Finally, to grasp a better understanding of how long-term financial management decisions are made we will study some capital budgeting (investment selection) techniques and the introduction to international financial management.

GRADING FORMULA & ASSESSMENT ACTIVITIES:

93 - 100 = A	70 - 74 = C	Exam I	<u>Points</u> 100
89 - 92 = A-	67 - 69 = C-	Exam II	100
85 - 88 = B+	65 - 66 = D+	Exam III	100
81 - 84 = B	62 - 64 = D	Exam IV	100
78 - 80 = B-	60 - 61 = D-	Attendance/Participation	<u>100</u>
75 - 77 = C+	Below 60 = F	TOTAL	500

SUPPLIES REQUIRED:

* A hand calculator with an exponent key and a root of "Y" key.

Examples: a) $(1.01)^{25} = 1.1046221$

b) $25^2 = 2.9240177$

*c) See rule #5

ATTENDANCE: Attendance is required. To qualify for the maximum Attendance/Participation points do not miss more than three class sessions (excused or unexcused). In addition, border line end of semester averages (92,88,84,80, etc.) will be adjusted upward if you have 3 or less times absent (**excused or unexcused**).

COURSE OUTLINE

READING ASSIGNMENT

Chapter 1

Chapter 2

Chapter 3

EXAM I 9-27-06

Chapter 4

Chapter 5 **Exam II 10-16-06**

Chapter 6

Chapter 7

Chapter 8

Exam III 11-8-06

Chapter 9

Chapter 10

Chapter 11

Chapter 12 & Chapter 21

EXAM IV Final Exam Day

Homework problems will be assigned on a day-to-day basis. Please work on the problems prior to the next class period in order to maximize the learning process.

RULES

1. There will not be any make-up of scheduled exams unless the student has a valid written excuse approved by Mr. Fairbanks. Please present these excuses to me in my office.

2. Any approved make-up exams will be given during final exam week unless Mr. Fairbanks approves a different date.

3. Final grades may be adjusted downward for negative class participation (excessive tardiness, leaving class early, disruptive behavior, etc.). Also, participation points may be reduced to zero for negative class participation.

4. Tardy students must see me immediately after class (prior to my leaving the classroom) to be counted present for the day. Excessive tardiness may reduce your participation points to zero.

*5. To receive any credit for correct or incorrect answers on exam problems you must show all your work (this includes the raw formula) and use only the methods permitted by the instructor. Be sure to qualify and underline your answers. This also means that a correct exam answer derived from the use of a time value of money or capital budgeting program in a calculator is an insufficient approach to receive any credit.

6. Mr. Fairbanks reserves the right to lock class doors as of class time if tardiness becomes a problem.

7. Mr. Fairbanks also reserves the right to demand that disruptive students leave the classroom.

Class Syllabus
Fall Semester - 2006
Managerial Accounting (ACCT 202)

Instructor: Mr. Edward Dorman
Telephone: 591-2820
E-mail address: dormane@ferris.edu
Office: College of Business, Room 350 (3rd Floor)

Office Hours:
Monday 10:00 to 12:00
Wednesday & Friday 10:00 to 11:00

Text Required: Managerial Accounting by Garrison/Noreen/Brewer

Chapters: We will cover chapters 16 & 17 first, Then chapters 1-12 and 13 if time permits.

YOU MUST READ THE ASSIGNED CHAPTERS – IT IS CRITICAL TO YOUR SUCCESS!

Learning Outcomes: Students should be able to analyze and interpret the Balance Sheet, Income Statement and Cash Flow Statements. Students will be able to demonstrate their understanding of the difference between Financial Accounting and Managerial Accounting. Students will develop an understanding of job costing, break even points, and contribution margins. Students should be able to demonstrate their understanding of budgeting, profit planning and overhead analysis; all coupled with an awareness of ethical issues involving the accounting profession and the implications on the economy, companies, employees and stockholders.

Nature of the Course: This course will be lecture and participation in class discussion. Homework will be given on problems from the back of the chapters and will be reviewed in class. *Reading the assigned chapters will be required in order to pass this class.*

Class Attendance Policy and Timeliness Policy: Attendance is mandatory and I expect you to attend and be on time for each class session. Your success or failure can be tracked directly to attendance.

Homework Assignments: Homework will be assigned and will be checked the following class period. I will pick up homework on a random basis to insure that homework is being completed. As previously stated, reading the assigned chapters is a requirement.

Use of Cell Phones: Turn off your cell phones before coming to class. You will need a calculator – **you may NOT use a cell phone as a calculator.**

Exams: There will be four (4) to five (5) major exams, each counting 100 points each. The exam dates will be announced well in advance. **If you miss an exam, make-up exams will only be allowed in extreme circumstances and must be scheduled in advance.** It is your responsibility to be in class. You will not be tested over anything that is not in the textbook or not discussed in class.

Special Assignment: There will be a special assignment when we come to chapters 5 through 8. You will develop a company (of your choice), the company will produce a product, and you will calculate a break-even analysis with graphs and charts. When we come to chapter 5, I will hand out an assignment sheet to explain the assignment. This will consist of about 10 pages. This is worth 100 points.

Quizzes: There will be 2 or 3 quizzes given – each worth 25 to 30 points. These will not be announced. If you miss a quiz or are late for a quiz, **they cannot be made up.**

Grading: Grading will be based on the total points system:

4 exams @ 100 pts each = 500 points
3 quizzes @ 25 pts each = 75 points
Special Assignment = 100 points
Total points available 675 points (approximately)

All the above points are estimates; there may be more or less points depending on the number of tests, quizzes and homework assignments turned in.

Your grade will be determined by the total points earned vs total points available.

100 to 94 = A
93 to 90 = A-

89 to 87 = B+
86 to 83 = B
82 to 80 = B-

79 to 77 = C+
76 to 73 = C
72 to 70 = C-

69 to 67 = D+
66 to 63 = D
62 to 60 = D-

Below 59 = F

Note: The instructor reserves the right to make needed and appropriate adjustments or changes during the semester.

SYLLABUS
Fall 2006
ACCT 202 - Principles of Accounting 2
Section 001 MWF 10:00- 10:50
Section 002 MWF 11:00- 11:50
Section 003 MWF 2:00- 2:50

Instructor: Ms. Lois A. Jakubowski, CPA, MBA

Telephone: 591-2449

e-mail address: jakubol@ferris.edu

Office: College of Business, Room 324

Office Hours:

M W F 8:00 - 9:00

M W F 12:00 - 1:00 and by appointment

Prerequisite:

The prerequisite for ACCT 202 is ACCT 201.

Text Required:

Managerial Accounting, 11th Edition, by Garrison, Noreen, & Brewer

Course Objectives:

This course begins a discussion of cash flows and financial statement analysis. Coverage of these topics is intended to complete the student's study of financial accounting that began in ACCT 201. The rest of the course centers on the topic of managerial accounting. Managerial accounting focuses on accounting data used internally by managers in planning and controlling the operations of organizations. After completing this course, the student should understand managerial accounting terms and concepts. You should also understand how management accounting information systems are designed and used by managers in planning and controlling. Whenever relevant, class discussions will consider international, ethical and total quality aspects of the managerial accounting topics covered

Attendance:

Your successful completion of this course requires that you attend class. I expect each of you to attend each class session.

I expect all students to be on time for class. Arriving late for class is a distraction to everyone. Both absence from class and tardiness will have an adverse effect on your successful completion of this class. All students will be held responsible for announcements made during class such as changes to the syllabus.

All students are required to come to all lectures. This is not optional. **After 3 unexcused absences, your semester grade will drop 2% points.** For each additional unexcused absence, an **additional 2 % points** will be dropped.

Withdrawal Policy:

Make sure you are aware of the University's withdrawal policy. The last official day to withdraw is Thursday, November 4, 2006.

Accommodations for Students with Disabilities:

All students who have a learning disability or a physical handicap should schedule an appointment with me during the first week of class to discuss accommodations for the classroom and/or assignments and examinations.

Syllabus Revisions:

There may be minor changes to the assignment schedule during the semester. The changes will be announced in class and all students are responsible for being aware of such changes.

Exams:

Exam will be given only on the dates described on the assignment schedule. Please take careful note of the date on the assignment schedule. **THERE ARE NO MAKE-UP EXAMS.** The exams are given during the regular class period.

Quizzes:

Short quizzes will be given in class during the semester at the start of the period. Expect to take one quiz on each chapter we cover. Your lowest quiz score will be dropped and the remaining quiz points will be factored into your final grade. **Under no circumstances can a quiz be made up so make sure you are in class on time.**

Recommended Study Procedures

The essential factor necessary for you to reach the course objectives is to make sure you spend adequate time studying the material, both before and after it is discussed in class. Some of you may have to spend more time with it than others. The important thing is to study the material until you understand it. Do not consider any of the assigned homework problems until you have adequately read the material in the chapter. **THIS IS THE MOST IMPORTANT ASSIGNMENT I WILL ASSIGN TO YOU.** For most of us, each chapter requires more than one reading. You will generally know when you understand the material and you will also know when you do not understand the material. Everyone in the class is capable of mastering the material we cover. I'll do everything I can to help you. For your own benefit and the benefit of the whole class, ask questions when you don't understand what you are reading or what we are discussing in class. I promise you the accounting areas we cover in this class are not only very important for someone entering the field of accounting, but very interesting as well. I hope this becomes evident to you as you study and learn about these areas of accounting.

Be prepared every day. The assignment schedule (attached) describes the material we will be covering this semester. You must have each chapter read at least once by the time the material is first presented in class. This is required for your successful completion of this course. You should be prepared each day to either ask questions about the areas that you don't understand, or be ready to discuss what you have learned or answer any questions raised in class.

You should evaluate your progress in this class by examining your performance on the exams, quizzes and assigned homework. The exams and quizzes are, for the most part, composed of accounting problems similar to those assigned for homework. The homework provides for you a way to test your understanding of material covered in each chapter. This is why I assign them. I will be glad to help you through a homework problem if you have a question. This is one of the reasons for my having office hours. If you need help, come and see me before the homework reviewed in class. With the exception of the first week, homework for a given chapter will be reviewed in class on the last day that chapter is covered in class. **I don't expect you to always have the correct solutions to the requirements in the problems, but I do expect**

COMPLETE AND NEAT solutions.

Structured Learning Assistance:

Please see the SLA website for the SLA policy (www.ferris.edu/sla <<http://www.ferris.edu/sla>>). All students will be held responsible for this policy.

The Accounting 202-002 class will meet Tuesday and Thursday from 1:30 to 2:45 with the class facilitator.

Grade Computation:

Your final grade will be based on your overall class performance. It will be based on the following components:

		<u>Points</u>
Examinations	80%	400
Quizzes	10%	49
Projects/Homework	10%	51
	-----	-----
Total	100%	500

The following scale can be used to approximate letter grades.

A	= 90 - 100
B	= 80 - 89
C	= 70 - 79
D	= 60 - 69
F	= < 60

Fall 2006
ACCT 201(009) - Principles of Accounting 1
TU & TH 4:30 - 5:45pm

Instructor: Dr. Stephen T. Jakubowski, CPA

Telephone: 591-2988

e-mail address: jakubows@ferris.edu

Office: College of Business, Room 337

Office Hours:

TU & TH: 8:00 - 9:30PM & 1:30 - 3:00PM and by appointment

Prerequisite Policy

It is the student's responsibility to be aware of and meet all of the course prerequisites. By remaining in the course beyond the regular registration period, the student certifies that he/she has met all prerequisites. The dean's office reserves the right to administratively withdraw students from courses if the prerequisite(s) have not been met.

The prerequisite for ACCT 201 is MATH 110.

Text Required:

Accounting 6th Edition, by Horngren, Harrison, & Bamber

Course Objectives:

This course focuses on financial accounting. Financial accounting is economic information provided by businesses to individuals outside of the business (investors and creditors). This course covers basic accounting principles with an emphasis on external financial reporting including the preparation and use of financial statements.

Course Outcomes:

The student will learn about the following financial accounting topics: a.) the accounting cycle and the adjustment process, b) accounting and reporting for merchandising operations, c) how asset-related transactions are recorded and reported including transactions related to cash, receivables, inventories, and property, plant and equipment, d) how liability-related transactions are recorded and reported including transactions related to both current and long-term liabilities, e) how equity transactions are recorded and reported including transactions related to the issuance of stock and dividends.

The expected course outcomes are to: a.) provide the student with an understanding of the financial accounting concepts, practices and procedures, b.) help the student develop an understanding of how business transactions are evaluated and recorded, c.) provide the student with a ability to read and analyze financial statements and d.) provide the student with an understanding of ethical issues related to accounting and how they might be resolved.

Attendance:

Your successful completion of this course requires that you attend class. I expect each of you to attend each class session. Absences for the following reasons will be viewed as beyond the control of the individual and will not cause a person's grade to be lowered (unless the absences become so numerous as to make meeting the objectives of the course impossible). The following events would not likely to be considered exceptions: 1.) Day care problems, 2.) Employment commitments, etc. I expect all students to be on time for class. Coming in late is a distraction to everyone. Both absence from class and tardiness affect your final grade.

Withdrawal Policy:

Make sure you are aware of the University's withdrawal policy. The last official day to withdraw is Thursday November 2, 2006.

Accommodations for Students with Disabilities:

Any student who has a learning disability or a physical handicap should schedule an appointment with me during the first week of class to discuss accommodations for the classroom and/or assignments and examinations.

Syllabus Revisions:

There may be minor changes to the assignment schedule during the semester. The changes will be announced in class and all students are responsible for being aware of such changes.

Short quizzes will be given in class during the semester at the start of the period. Expect to take one quiz on each chapter we cover. Your lowest quiz score will be dropped and the remaining quiz points will be factored into your final grade. Under no circumstances can a quiz be made up so make sure you are in class on time.

Exams:

Exam will be given only on the dates described on the assignment schedule. Please take careful note of the date on the assignment schedule. **THERE ARE NO MAKE-UP EXAMS.** The exams are given during the regular class period.

Recommended Study Procedures

The essential factor necessary for you to reach the course objectives is to make sure you spend adequate time studying the material, both before and after it is discussed in class. Some of you may have to spend more time with it than others. The important thing is to study the material until you understand it. Do not consider any of the assigned homework problems until you have adequately read the material in the chapter. **THIS IS THE MOST IMPORTANT ASSIGNMENT I WILL ASSIGN TO YOU.** For most of us, each chapter requires more than one reading. You will generally know when you understand the material and you will also know when you do not understand the material. Everyone in the class is capable of mastering the material we cover. I'll do everything I can to help you. For your own benefit and the benefit of the whole class, ask questions when you don't understand what you are reading or what we are discussing in class. I promise you the accounting areas we cover in this class are not only very important for someone entering the field of accounting, but very interesting as well. I hope this becomes evident to you as you study and learn about these areas of accounting.

Be prepared every day. The assignment schedule (attached) describes the material we will be covering this semester. You must have each chapter read at least once by the time the material is first presented in class. This is required for your successful completion of this course. You should be prepared each day to either ask questions about the areas that you don't understand, or be ready to discuss what you have learned or answer any questions raised in class.

You should evaluate your progress in this class by examining your performance on the exams, quizzes and assigned homework. The exams and quizzes are, for the most part, composed of accounting problems similar to those assigned for homework. The homework provides for you a way to test your understanding of material covered in each chapter. This is why I assign them. I will be glad to help you through a homework problem if you have a question. This is one of the reasons for my having office hours. If you need help, come and see me before the homework reviewed in class. With the exception of the first week, homework for a given chapter will be reviewed in class on the last day that chapter is covered in class. **I don't expect you to always have the correct solutions to the requirements in the problems, but I do expect COMPLETE AND NEAT solutions.**

Grade Computation:

Your final grade will be based on your overall class performance. It will be based on the following components:

The following scale can be used to approximate letter grades (+ & - will be used for final grades).

	%	Points		
	-----	-----		
Examinations	70%	400	A	= 90 - 100
Quizzes	20%	114	B	= 80 - 89
Attendance/Promptness	5%	28	C	= 70 - 79
Homework	<u>5%</u>	<u>28</u>	D	= 60 - 69
Total	100%	570	F	= < 60

REMEMBER

1. **There are four exams in this class. Take careful note of the exam dates. Exams will only be given at the regular class meeting times. Everyone will take the exam at the regular time and on the assigned date.**
2. **There are no extra credit assignments, no make-up quizzes nor make-up exams.**
3. **The final grade is based on the total points that you have earned on the four components listed above.**

ACCT 201 - ASSIGNMENT SCHEDULE
ACCT 201 Fall 2006

DATE	DAY	CHAPTER	HOMEWORK S=Starters E=Exercises P = Problem (Group A) EI-Ethical Issue
8-29	TU	CH 1 - Acct. and the Business Environment	CH 1 S1,2 E-8,12 P1,4 EI 1&2
31	TH	CH 1	
5	TU	CH 2 - Recording Business Transactions	CH2 E 3,11 P1,2, 3 EI
7	TH	CH 2	
12	TU	CH 2	
14	TH	CH 3 - The Adjusting Process	CH3 S 1 E 1,7 P 3,6 EI
19	TU	CH 3	
21	TH	CH 4 - Completing the Accounting Cycle	CH 4 S8,12 E 5,6 P 3,4 EI
26	TU	CH 4	
28	TH	Exam 1	
3	TU	CH 5 - Merchandise Operations & Apdx.	CH 5 E1,2,3,4 P 3,4,5 P2 in Appendix
5	TH	CH 5	
10	TU	CH 6 - Merchandise Inventory	CH 6 E 1,2,3,4 P 1,2,3,4 EI
12	TH	CH 6	
17	TU	CH 8 - Internal Control and Cash	CH 8 S 1,2,3 E 5,11 P 1,3 EI
19	TH	CH 8	
24	TU	Exam 2	
26	TH	CH 9 - Receivables	CH 9 E 1,2,3,4,7,8,9 P 3,7 EI
31	TU	CH 9	
2	TH	CH 10 - Plant Assets and Intangibles	CH 10 E 1,4,8,9,10,11 P 4 EI
7	TU	CH 10	
9	TH	CH 10	
14	TU	CH 11 - Current Liabilities and Payroll	CH 11 E 2,4,5,7 P 1,3 EI
16	TH	CH 11	
21	TU	Exam 3	
23	TH	NO CLASS	
28	TU	CH 13 - Corporations	CH 13 S 1,2 P 2,3,4,7,8 EI
30	TH	CH 13 - Corporations	
5	TU	CH 15 - Long term Liabilities	CH15 E 3,4,5,6 P 4,5 EI
7	TH	CH 15	
		Exam 4	
		Date and time per final exam schedule	

FERRIS STATE UNIVERSITY DEPARTMENT OF ACCOUNTANCY FALL 2006

INSTRUCTOR: TERESA K. COOK, PhD, CMA

COURSE NUMBER: ACC 201

OFFICE NO: 362, Ext. 2475

EMAIL: cookt@ferris.edu

OFFICE HOURS: Mon, Wed, Fri from 1:00 – 2:00, Tues 1:30 – 3:00, other hours by appointment

TEXT BOOKS AND MATERIAL REQUIRED:

ACCOUNTING, Horngren, Harrison, Bamber, & Fess, 6^h edition

Student workbook is encouraged (not required).

Four column accounting paper for homework is **STRONGLY** encouraged.

Calculator capable of basic arithmetic functions, No. 2 pencil, soft eraser & notebook paper

ALWAYS bring to class your textbook, calculator, pencils and erasers

Note: If you choose to use a programmable calculator, you will be asked to remove the batteries, which will erase the memory, before you are allowed to take an exam.

COURSE DESCRIPTION AND PURPOSE OF COURSE:

The course introduces accounting principles and how they are used to fairly present the financial conditions of a business entity. It includes an analysis of the basic principles of accounting relating to such topics as the accounting cycle, financial statements, internal control and ethics in accounting and business.

The primary objective of the course is to develop basic skills in recording business transactions and preparing financial statements according to Generally Accepted Accounting Principles. The course may include the use of journal entries, general ledger postings, financial statement preparation, worksheet preparation and basic ratio analysis.

HOW TO STUDY FOR ACCOUNTING:

Accounting can best be learned by active participation in class. Regular attendance is required of all students. Accounting courses require more **STUDY TIME** than many courses, so it's important that you budget your time accordingly. The subject matter of accounting is cumulative by nature. It is very difficult to catch up if you fall behind. Ten to fifteen hours of work outside of the classroom each week is the general rule to obtain a decent grade.

If you want to be successful, you **MUST** be prepared for each class session. Read the Chapter **BEFORE** it is discussed in class and work all homework assignments **PRIOR** to class session.

Get a "study partner" that you can contact outside of the classroom to share information and questions relating to class work and assignments. Tutors are available to help you (one-on-one) in our Tutoring Lab.

For the CPA exam, the Becker review course suggests using index cards as a flash card study method. It works **GREAT!** On one side put the term, calculation or accounting principle that you need to know and the definition on the reverse. Carry these cards with you and when you have a few moments – prompt yourself.

You are the college's most important asset. We are concerned about your success and ask that when problems arise affecting your class performance (or for any other reason) to stop by my office or call me and leave a message as to when and where I can reach you.

Any student who is learning disabled should contact the Disabilities Services Office located in Arts & Sciences Commons 1017K, ext. 3772. Have the office notify me if any special arrangements need to be made.

If you have trouble taking tests, or needs help with other classroom and study skills, please contact the Academic Support Center, ASC 1017, ext. 3543.

I want you to pass this class! I will do whatever I can to help, but ultimately it is up to you.

GRADING CRITERIA:

Your final grade will be based on the points earned (maximum 600) from the following:

- A. **HOMEWORK/CLASS ASSIGNMENTS** will be collected **unannounced** throughout the semester. They will be graded based on the amount of work completed by the student. **Late homework/class assignments will NOT be accepted FOR ANY REASON. If you know you are going to miss a class, you may turn in the homework to my office before the start of class that day or have a classmate turn it in for you.** All homework must be done in pencil and it will be collected at the beginning of the class for which it has been assigned. Please do not ignore homework points. Every point not earned must be earned on quizzes or exams.

The assignments collected (value of 10 points each) will total 100 POINTS.

- B. **QUIZZES** will be given **unannounced** throughout the semester. I will give a total of 7 quizzes throughout the semester. There will be **NO** make-up for missed quizzes **FOR ANY REASON**. 2 quiz scores will be dropped. **If you happen to be absent on the day a quiz is given, it will count as 1 of your dropped quizzes.**

The scores from your 5 HIGHEST quiz grades (value of 20 points each) will total 100 POINTS.

- C. **EXAMS** will be given four times throughout the semester. Each exam will be worth 100 points. Exams **MUST** be taken when scheduled and missed exams will be counted as a zero. Please note that there is **NO SUCH THING** as an excused exam after the fact. Arrangements to take an exam early **MUST** be made in advance.

The scores from your exams will carry up to 400 POINTS.

- D. An optional comprehensive **FINAL EXAM** will be given at the end of the semester. If you do take the final, it will replace your lowest test grade. If you miss an exam, the comprehensive final is required and will be the makeup exam. The final exam is taken directly from tests and quizzes given throughout the semester. The answers for the tests and quizzes will be given in class when they are returned to you. Therefore, it is your responsibility to get these answers as they are given. **DO NOT COME TO ME LATER AND ASK FOR THE ANSWERS – GET THEM FROM A CLASSMATE!** The final exam will not be given before finals week.

Attendance Policy:

Attendance will be taken. There is a direct relationship between attendance and success in this course. If you are absent from class, it is your responsibility to learn of any assignment(s) or handout(s) prior to the next class period. Failure to attend classes will most likely affect your grade, and it may affect your future financial aid. If you are registered in an SLA section, please read the attendance policy for the SLA lab in the handout on SLA courses.

GRADING SCALE:

A 93%	B+ 87%	C+ 77%	D+ 67%	F <60%
A- 90%	B 83%	C 73%	D 63%	
	B- 80%	C- 70%	D- 60%	

A grade of C- or better must be earned in ACC 201 to meet the prerequisite for ACC 202. To earn a grade of C- you must earn a minimum of 420 points.

ACADEMIC DISHONESTY: Evidence of academic dishonesty during an exam will result in a zero grade for the exam and probable course failure.

RECORDS OF MY GRADES (BASED ON 600 POINTS)

HOMEWORK/CLASS ASSIGNMENTS (10 @ 10 pts ea.)

_____ + _____ + _____ + _____ + _____

_____ + _____ + _____ + _____ + _____ = _____ (Max. 100 pts)

QUIZZES (5 Highest Scores @ 20 pts ea.)

_____ + _____ + _____ + _____

_____ + _____ + _____ = _____ (Max 100 pts)

SCHEDULED EXAMS (4 @ 100 pts ea.)

_____ + _____ + _____ + _____

= _____ (Max 400 pts)

TOTAL POINTS

(Max of 600)

=====

WHAT IS A STRUCTURED LEARNING ASSISTED (SLA) COURSE?

SLA is a fairly new development in providing academic assistance for students. Courses that have long been described by students as "killer courses" have been targeted to include structured tutoring and assistance. This assistance is designed to teach students how to better understand the course materials and how to study and practice it in ways that are most effective.

Students are assisted in SLA labs by professionals who are trained in the subject area and who are trained in the learning strategies and group learning techniques that are so important for student learning. The SLA lab facilitator in ACCT 201 for Fall 2006 is Mr. Gregg Sanders.

The SLA labs are designed to improve a student's chances for understanding and for passing the course by providing students structured time for homework and study skills.

All students enrolled in ACCT 201, section 006, for Fall 2006 semester MUST attend the first four SLA labs from, 12:00 to 1:15 pm, in room BUS 210, on the following dates:

Tuesday, August 29

Thursday, August 31

Tuesday, September 5

Thursday, September 7

Attendance policy for the SLA labs after these dates will be explained in these lab sessions. However, please note that anytime your grade average falls below 75%, you will be required to attend the SLA labs until you raise your percentage back up above 75%.

SLA STUDENT BENEFITS

- Increased chances for earning a grade of C or better in the class
- Scheduled time to help you to understand the material, to receive additional explanations, to take practice tests, and to attend review sessions—all unavailable in most regular courses
- Exposure to up-to-date study strategies

WHAT A SLA COURSE IS NOT

- SLA courses are not for students who do not plan to study, who do not plan to attend class regularly, or who do not take the course seriously.
- SLA ACCT 201 is not "dumb-dumb" accounting. The SLA section will have the same homework assignments, the same quizzes, the same tests, and the same grade standards as any other section of ACCT 201 taught by Dr. Cook.

BLAW 321
Contracts and Sales
Spring Semester 2007 Syllabus

Professor: Gayle S. Lopez, J.D.
Office: Business 358
Phone: 591-2416
E-mail: lopezg@ferris.edu
Office Hours: MWF 11-12 and WF 9:30-10:00
Text: Smith and Roberson's Business Law, 13th Edition, Mann & Roberts

Course Description: The first two weeks will be an introduction to law and the legal system in the United States. We will review the classifications and sources of law, the court systems, and how to "brief" a case. (Chapters 1 and 3). The first quiz is over this material. Next we will briefly review the law of torts.

Chapters 9 through 18 of the text cover the law of contracts. When we have finished, you should understand the requirements for forming a contract, how the courts determine if these requirements have been met, and understand the remedies available when a contract is breached.

The law of sales is covered in chapters 21 through 25. Sales contracts involve transferring ownership of goods from a seller to a buyer for a price. It is the most common type of contract and there are special rules regarding title, risk of loss, and warranties that are applicable to sales transactions.

Grading: There will be five quizzes and three exams.

Quiz One: Chapters 1 & 3 (20 points)
Quiz Two: Chapters 9 & 10 (20 points)
Quiz Three: Chapters 11 & 12 (20 points)
Exam One: Chapters 9 through 14 (80 points)
Quiz Four: Chapters 15 & 16 (20 points)
Exam Two: Chapters 9 through 18 (120 points)
Quiz Five: Chapters 21, 22 and 23 (40 points)
Exam Three: Chapters 21 through 25 (100 points)

You will receive assignment sheets indicating chapters to read, cases to read and/or brief, and problems to review. You are expected to read the chapters and do the homework before the class is scheduled to discuss the material. I regularly collect and grade the assigned briefs. You **MUST** be in class to turn in your brief(s). I will not warn you in advance when I am collecting the assigned brief(s). Each brief is worth 5 points. I generally collect 13-15 briefs throughout the semester.

The final grades will be computed on a straight percentage scale. Please note your scores on each quiz, exam and brief and you will be able to compute your grade throughout the course.

93 – 100% = A

90 – 92 = A-

87 – 89 = B+

83 – 86 = B

80 – 82 = B-

Etc.

Attendance Policy: You are expected to attend all classes. If you have a legitimate excuse and must be absent, send an email to me BEFORE the scheduled class time. If assignments are due on a day you miss class, please attach the assignment to your email. In the event email is not available, please leave me a phone message. If a quiz or exam is scheduled, please see me in ADVANCE to get approval and re-schedule the quiz or exam. If you miss a quiz or exam and you did not notify me in advance to get approval and re-schedule the quiz or exam, you will not be able to make-up the quiz or exam.

LAW 321

Syllabus

Contracts and Sales Semester: Winter 2007

Schedule of events

Test 1 Notice

<u>Check List</u>	<u>Sales Check List</u>	<u>Homework</u>	<u>Special attachment</u>
<u>Grades</u>	<u>Better grades?</u>	<u>Better grades?</u>	<u>Practice Test 1</u>

Professor: John E. Vermeer

Office: Business B-364

Phone: 591-2972 ext.2972 (If you don't get me directly, it would be better to send me an email rather than using the voicemail)

E-mail: John_E_Vermeer@ferris.edu

Email etiquette for my class:

Subject line should begin with your class, the hour, then your name with some idea of your concern. Example: "**BLAW 321, 12:00, John Smith missed class**"

In your email itself, please write in complete sentences using regular case - capitalize the beginning of the sentence, proper nouns, etc. Use spell check to make yourself more credible! Finally, be sure to authenticate your email with your name at the conclusion of your comments.

Office Hours: Tuesdays/Thursdays from 8:30-9:20 and 2:50-3:40 and until March - Mondays/Wednesdays from 2:00-2:50 Other times by appointment.

Text: Smith and Roberson's Business Law, 13th Edition (or the 12th Edition - but only if you talk to me about it).

Course Description: There will be an initial discussion of, or introduction to, the nature of contracts generally. Following this, approximately two thirds of this course will concentrate on the basic fundamentals of contract law which in large part forms the basis of most other areas of law. Areas to be covered will include offer, assent, consideration, capacity, illegal bargains, written requirements, rights of third parties, performance, breach, and discharge.

The final portion of the course will cover Sales which is a specialized branch of contract law covering the transfer of title to goods from a seller to a buyer for a price.

Course Objectives: The primary objective of the course is to provide an introductory course in basic contract law and an understanding by the student of the importance of the contract in the field of business. Other more specific objectives include:

- a. exposing the student to the changing area of public policy, social issues and the area of business ethics as it applies to contracts and sales.
- b. providing students with an overview of the law of contracts and sales as it affects the business manager.
- c. assisting students in identifying and describing the basic parts of a valid contract.
- d. imparting an understanding of the limitations of contracts.
- e. providing the student with the basics so he/she can recognize a breach of contract.
- f. giving the student a familiarity with the possible remedies for breach.

Tests: There will be four tests. The first three will cover the area of contracts (in roughly equal proportion). The final test will cover the area of sales. The tests will each be worth one fourth of the final grade.

The final grades will be figured on a straight percentage scale:

93 - 100% = A
90 - 92 = A-
87 - 89 = B+
83 - 86 = B
80 - 82 = B-
etc.

Note: Tests missed because of unexcused absences will not be made up.

Attendance Policy: You are expected to attend class. I encourage each student to attend every class since lecture material and discussion that is not in the textbook may be included in the tests. I also firmly believe and agree with the studies that show that learning is enhanced by regular class attendance. Class participation will be noted. All this said, please understand that whether you attend class is your decision. While I do note who is in class and who is absent, lack of attendance is not factored into the grade in any negative way.

Homework: Read the assignments before class. Cases and problems assigned must be completed prior to class. Be prepared to orally brief the cases or discuss the problems in class.

Special Note: If you have a question or concern about your progress please talk to me as soon as the question comes up. Don't wait until the last week.

Also: Any student who needs special accommodations should contact the Disabilities Services Office located in STR 317 – phone: 591-3772

Schedule of Events
Winter 2007

Proposed

- Week 1. Jan. 8 - Intro to class, Chapter 9 - *Some basic concepts*, Begin Chapter 10 - *Offer*
- Week 2. Jan. 15 - Chapter 10 - *Duration of Offers*,
- Week 3. Jan. 22 - Finish Chapter 10 - *Acceptance*,
- Week 4. Jan. 29 - Chapter 11 - *Duress, Undue Influence, Mistake and Fraud*
- Week 5. Feb. 5 - Test I - **Chapters 9-11**, Chapter 12 - *Consideration*,
- Week 6. Feb. 12 - Chapter 13 - *Illegal Bargains*, Chapter 14 - *Capacity*,
- Week 7. Feb. 19 - Chapter 15 - *Writing requirements*
- Week 8. Feb. 26 - Finish Chapter 15, **Test II - Chapters 9-15**(emphasis on 12-15),
- Mar. 5 - **Spring Break**
- Week 9. Mar. 12 - Chapter 16 - *Assignments, Third party beneficiaries*
- Week 10. Mar. 19 - Chapter 17 - *Performance, Breach and Discharge*, Chapter 18 - *Remedies*,
- Week 11. Mar. 26 - **Test III - Chapters 9-18** (emphasis on 16-18), Chapter 21 - *intro to Sales*,
- Week 12. Apr. 2 - Chapter 22 - *Performance*, No class on Thursday (Easter Break begins the 5th)
- Week 13. Apr. 9 - Chapter 23 - *Transfer of Title*, Finish chapter 23 - *Risk of Loss*,
- Week 14. Apr. 17 - Chapter 24 - *Warranties*
- Week 15. Apr. 24 - Chapter 24 - *Products Liabilities* Chapter 25 - *Remedies*
- Week 16. May. 1 - Exam Week **Test IV (Chapters 21-25 - Sales only)**

Note: The above schedule is subject to change should circumstances warrant.

E-mail: John_E_Vermeer@ferris.edu

Back to Vermeer's

[Home Page](#)

Ferris State University
College of Business

Syllabus: BUSN-499-AGA Fall Semester 2006 3 Credits Aug 28 – Nov 20

Course Title:	BUSN-499-AGA Interdisciplinary Integrating Experience					
Schedule:	Call No.	Sec. No.	Days	Time	Location	CAPSIM ID#
	82558	AGA	Mon	6:00pm – 9:20pm	FSU-GR ATC	C14918
Professor:	<p>Don Jackson, Ph.D., C.P.M. Email: jacksond@ferris.edu Tel (231) 591-2447 FAX (231) 591-3521 Instructor's webpage: http://www.ferris.edu/cob/profile_view.cfm?FSID=81 Office: Available after class on Monday evenings</p>					
Course Objectives:	<p>By the end of this course, student competence is required in several key areas of business strategy and policy. Collectively, the written reports, presentations, and/or simulations required for this course are intended both to develop as well as to demonstrate student's key competencies as follows:</p> <ol style="list-style-type: none"> 1) Understanding fundamental strategic planning and implementation processes, 2) Understanding the value-enhancement prospects owing to the strategic alignment of a firm's functional strategies (i.e. marketing, finance, operations, legal/political, HR, R&D, etc...), 3) Appraising competitive conditions, assessing a firm's capabilities, identifying key strategic alternatives, and reasoning and/or modeling plausible business outcomes (e.g. profits, market share, etc...) associated with strategic choices and competitive dynamics, 4) Understanding the basics of corporate governance (including structure, responsibilities, and contemporary issues), 5) Performing effectively in time-pressured, collaborative problem solving and executive-level strategic decision making situations, and 6) Contributing value-adding input to executive-level, collaborative report writing and associated presentation preparation/delivery. 					
Prerequisites:	<p>As a capstone course for students in their <u>Senior year</u>, it's expected that students have completed the business core courses and possess competence in all academic areas related to the business degree. These areas shall include, but not be limited to, the following:</p> <ul style="list-style-type: none"> - Written & Verbal Communications- Management Practices - PC Office Systems Utilization - Effective Collaboration - Marketing & Sales - Finance & Accounting - Analysis & Decision Making - Business Law - Commercial R&D - Human Resources - Operations - Structured Problem Solving - FINC 322 (Financial Management) - MGMT 370 (Quality/Operations Management) - MKTG 321 (Principles of Marketing) 					

<p>Text Material:</p>	<ul style="list-style-type: none"> • <i>Business Models: A Strategic Management Approach</i>, 1st edition, Afuah, Allan, McGraw-Hill Irwin ISBN 0-07-288364-2 • <i>Capstone Business Simulation Student Guide 2007</i> (To be distributed without charge on the first day of class.) • <i>License to Use simulation software</i> (Purchased with credit card on-line at www.Capsim.com at an approximate cost of \$40.) • Students should be prepared for the expense of downloading and printing of business reports for analysis of the business simulation exercises.
<p>References:</p>	<ul style="list-style-type: none"> • Support materials, PowerPoint lecture slides, and grades will be posted on WebCt course website at http://www.ferris.edu/webct/ • Textbook website: www.mhhe.com/afuah1e
<p>Course Format:</p>	<p>This capstone course is intended to logically extend from the Mission of the College of Business:</p> <p><i>...to offer students a diverse array of specialized business programs, involving the latest technologies, in order to create an educated workforce able to contribute to the economic vitality of the state of Michigan and the Nation.</i></p> <p>More specifically, this course will integrate the various disciplines of business study along with their associated technical concerns through robust, competitive computer simulations. A senior management point of view is encouraged to foster a broad understanding of real-world, critical decision-making affecting a firm's short- and long-term competitiveness. By incorporating lecture, discussion, competitive simulations, simulation de-briefings, report writing, and oral presentations, this course will afford students an opportunity to improve their managerially related technical and collaborative skills. Moreover, grading standards reflect that teamwork is a major success factor in the workplace, hence in this course.</p> <p>This course is framed upon the concepts and techniques of strategic management. A structured approach will be utilized to understand key business issues, to identify strategic choices, and to model or reason plausible competitive outcomes.</p> <p><u>Business Simulation:</u> "Capstone" is a business simulation with several advanced optional functional modules where competing teams run \$100-million companies that make electronic sensors. The simulation provides a unique (and risk-free) learning opportunity. Round by round, you and your teammates will see the impact your management decisions have on your company's position and profitability. The simulation eliminates nonessential details and concentrates on the major forces driving the marketplace. All teams start with identical positions. You compete over a period of several decision rounds, where each round is the equivalent of one year.</p> <p>At the end of each round teams post their decisions to the Web site and results are generated for performance evaluation of each company. These results (which are the starting point for the new round) are distributed and the decision process starts again.</p>
<p>Homework:</p>	<p><u>Minimum</u> outside of class homework time is estimated at six-hours per week. Each student is required to own or have access to a PC computer, MS Excel, PowerPoint, and internet connection to fully engage the assignments of this course.</p> <p><u>Important:</u> Teams will find it necessary to meet 1 to 2 times outside of class each week to analyze competitive environment and develop strategic team business decisions.</p>

**Course
Assignments:**

1) Capstone Homework- Tutorials

Quickly master the use of the simulation software, decision-making spreadsheets, industry & company reports, etc...

Study the Capstone Business Simulation Student Guide

Capsim.com website – Introduction Lessons, solo rehearsals, Tutorials, Situation analysis

2) Capstone Simulations

A. Practice Round Simulations

B. Eight Annual Competitive Simulations

3) Simulation Fact Packs(See illustration on WebCt)

Up to seven (7) Team Simulation Fact Packs. PowerPoint reports (20-30 pages) in which year-end competitive outcomes are analyzed to support business decisions for the impending year. Reports typically include: Segment Rivalry Analysis, Marketing 4's Analysis, Production Analysis, and Financial Analysis.

4) Security Analyst Conference

A Team Presentation (10 minute) with PowerPoint visuals describing the firm's segment rivalries, product vitality, production capability, financial condition, past mistakes/fixes, and future performance expectations. This presentation is to be geared to the Securities Analysts that advise investors relative to your firm's financial securities. Be prepared to answer challenging questions about your firm's performance and future plans. Firms must take the responsibility to differentiate between information that is necessary and appropriate to divulge vs. that which the firm does not wish to divulge owing to its competitive sensitivity.

5) Merger & Acquisition Presentation

A Team Presentation (10 minute) with PowerPoint visuals describing which one of the Capstone companies your company would like to acquire. Visuals will document the method and process used to arrive at the value of all companies in the industry. Analysis of the expected value and synergy resulting from the target acquisition is required.

6)Pop quiz

Occasional (extra credit) pop quizzes will be given on a spot-basis with questions related to a student's preparation for class discussion.

7)Tests

Tests will be combination of short-answer essay, MC, TF, and will cover lectures, text material and the capstone simulation.

8) Effective Teamwork is required to develop work products that capture the collective knowledge and experience of students, and to develop personal expertise in content, and relationship-rich collaboration. Teamwork embodies preparing for meetings, contributing ideas, listening and seeking to understand other's ideas, being respectful, focusing on key issues, honoring commitment dates, contributing high quality work products, etc.

Teams will find it beneficial to meet outside of class at least twice a week to develop a competitive strategy and upload team decisions to the simulation website.

9) Active Class Participation is required to enrich discussion and to demonstrate personal understanding of course subject matter. Participation includes; showing-up for class, being well prepared, questioning issues/materials, introducing viewpoints, sharing experiences and insights, sharing observations on simulation extrapolations to the real world, questioning or commenting on other student-firm's strategies and outcomes, etc...

10) Major Business Field Test (MBFT) (Required)

All capstone students are required to take the ETS Major Business Field Test on the date listed. Those who do not complete the test will have 5% deducted from their final grade for the course. Students may receive extra credit for the course based on their performance on the test. Extra credit will be granted on the following scale:

Performance	Extra Credit	Test Dates	Time	Online Location
Top ¼ of FSU Students	1%	TBD	TBD	TBD
Top ½ of FSU Students	3%			
Top ¾ of FSU Students	5%			

Visit the Educational Testing Service (ETS) site for Higher Education at <http://www.ets.org/hea/mft/discipline.html> Click "Business." A PDF file with sample test questions on pages 5-8.

Grading:	Weighting	Grading Scale:			
Team Simulation – Competitive Performance	30%	A	92 -100%	C	72 - 77%
Team Fact Pack Briefing Reports	20%	A-	90 - 91	C-	70 - 71
Team Presentations: • Security Analyst Conference • Merger/Acquisition Presentation	15%	B+	88 - 89	D+	68 - 69
Tests – Textbook, Capstone, and lectures.	15%	B	82 - 87	D	62 - 67
Peer Evaluations of Individual Contribution to Team efforts	5%	B-	80 - 81	D-	60 - 61
Individual Class Participation	15%	C+	78 - 79		

Class participation: Grade is the instructor's subjective perception of student performance on business simulations, report writing, oral presentations, teamwork, and quality of participation in class discussions. Key success factors considered would include; meeting deadlines for completion of tutorials and exercises, attendance for entire class periods, scholastic integrity, business ethic, comprehensiveness, analytical depth and accuracy, Capstone simulation performance, simulation learning's, innovation, reasoning, conclusiveness, and presentational intelligibility and persuasiveness. Effective leadership, collaboration, and teamwork are especially important factors to successful course completion, and peer evaluations will therefore weigh into grading.

At the final round of the business simulation, each team must meet three minimum performance standards. Failure to do so will negatively affect the team's course grade, at the sole discretion of the instructor.

- Cumulative profits must be greater than zero
- Ending stock price must exceed \$5.00
- Ending market share must exceed 5%

Attendance/punctuality: Due to the nature of the course and class discussion involved, ATTENDANCE, PUNCTUALITY, and PREPARATION is REQUIRED. Absence for three (3) classes will most likely result in a failing grade for the course at sole discretion of the instructor. Absence or tardiness for a scheduled team presentation will result in a zero grade for that assignment. All written assignments are be submitted to the instructor at or before the BEGINNING of the class period scheduled and in a business-like form to be accepted for full credit. Late reports receive fifty percent credit after class start time, zero credit after class session ends.

Recognizing that absence for a family emergency is a student's first concern; lost credit due to a documented personal emergency may be replaced with a make-up assignment, at the sole discretion of the instructor. Requested make-up assignments will consist of a case (selected by the instructor) to be analyzed outside of class. A five-page report written by the student, supported with research and visuals will be submitted at a mutually agreeable due date and time during the semester. The case analysis report will be followed-up (outside of class) with a 10-minute oral presentation to the instructor. Make-up for a scheduled test can be taken during last week of the semester. Pop quizzes are not eligible for make-up.

Grading Philosophy:

- A = Demonstrates excellent performance in application of ideas and principles from this and other courses. Initiates thoughtful questions, analyzes data and develops useful information beyond what is expected. A role model for others to emulate.
- B = Demonstrates above average (very good) performance while doing more than what is expected of a senior level student in terms of written and oral communications.
- C = Average performance. Accomplished the minimum requirements. Written and oral communication is at an acceptable level for a senior level student.
- D = Below average but passing. The student demonstrates minimal competencies. Student's work may demonstrate knowledge but lacks application and/or synthesis.

Instructions for Obtaining Student Logins for Computer Labs

1. At the Novell screen, type **lookup** in the USER ID box and hit enter. You will not need a password.
2. Hitting enter will take you to the Lookup Screen. Here you will be asked for your student number (this is NOT your social security number) and your date of birth. **Your instructor will have your ID number on his/her class list.** You can also check in at the Ferris office, located in the ATC – Room 180, to obtain an ID number. This is an eight-digit number that also appears on your FSU bill. Once you have entered this information, clicking on **I Accept** will bring up the screen showing your login and password.
3. Please make sure to copy this information down. The Ferris Office does not keep a record of the logins or passwords. If you have problems or questions regarding your login/password, please go to the open computer lab in room 215 ATC. Please be reminded that the password you are given is temporary and you will need to change it when you login for the first time.
4. In order to print using your student login/password, you will need to put money on your printing account. To put money on your account you will need to go to the open computer lab in room 215 ATC or Student Activities Office located in the GRCC Student Center.

Wk	Date	Activity
1	Aug 28	<p>Discussion:</p> <ul style="list-style-type: none"> - Course introduction & administrative issues - Capstone simulation (system logistics & industry overview) - Introduction to Strategic Planning & Business Modeling - Formation of Student Capstone Corporations <p>Assignments: <u>Reference - Business Simulation Student Guide and capsim.com website:</u></p> <p><u>Before Fri Sep 1st @ 11:00am</u> Complete Registration on Capsim.com and login. Study the Capstone Business Simulation Student Guide</p> <p><u>Before Tue Sep 5 @ 11:00am</u> Complete on-line Tutorial – Introductory Lesson and quiz</p> <p><u>Before Fri Sep 8 @ 11:00am</u> On-line Rehearsal Simulation (complete the 3 solo rehearsal rounds)</p>
2	Sep 4	No Class – Labor Day
3	Sep 11	<p>Discussion: - Textbook Ch 13 Corporate Social Responsibility</p> <ul style="list-style-type: none"> - Team organization – functional responsibilities - Capsim.com website – resources – business reports <p>Test #1: Capstone Business Simulation – reference student guide and capstone website. (May use one-page of personal handwritten notes)</p> <p>Complete the individual on-line tutorial – Simulation Overview “<u>Situation Analysis</u>” exercise before Fri @ 11:00am. Reference pg 18 of student guide. Save online and make printout for future reference.</p> <p>Capstone Practice Rd #1 (Upload team decisions before Fri @ 11:00 am)</p>
4	Sep 18	<p>Discussion: - Textbook Ch 1 Business Models</p> <ul style="list-style-type: none"> - Textbook Ch 2 Customer Value & Competitive Advantage - Analyze practice Rd #1 competitive outcomes - Capstone business strategies and simulation success measures - Writing Fact Pack Reports – fact based decisions making <p>Capstone Practice Rd #2 (Upload team decisions before Fri @ 11:00 am)</p>
5	Sep 25	<p>Discussion: - Analyze practice Rd #2 competitive outcomes</p> <ul style="list-style-type: none"> - Textbook Ch 3 Pricing - Break-Even analysis - Forecasting techniques - Writing Fact Pack Reports – fact-based decision making <p>Complete Advanced Module tutorials & quiz – <u>Human Resources</u> - before Fri @ 11:00am)</p> <p>Capstone decisions Y1 (Upload team decisions before Fri @ 11:00 am)</p>

		<p>Discussion: - Text Ch 4 Revenue, Sources & Market Targets - Business Week Article discussion (will advise article)</p> <p>Test #2 Textbook Chapters 1-3, 13, & Business Student Simulation Guide (May use one page of personal handwritten notes)</p> <p>Complete the On-line Peer Evaluations #1 – Capsim.com before Fri @ 11:00am) Capstone decisions Y2 (Upload team decisions before Fri @ 11:00 am)</p>
7	Oct 9	<p>Report Due: Fact Pack Report Y3 decisions</p> <p>Discussion: - Text Ch 5 Connected Activities Test #3 Break-Even analysis (Need calculator – no notes)</p> <p>Complete the On-line Advanced Module tutorials & quiz – <u>Marketing, Labor Negotiations</u> - before Fri @ 11:00am Capstone decisions Y3 (Upload team decisions before Fri @ 11:00 am)</p>
8	Oct 16	<p>Report Due: Fact Pack Report Y4 decisions</p> <p>Discussion: - Text Ch 6 Resources & Capabilities, Ch 7 Business Model Executions</p> <p>Capstone decisions Y4 (Upload team decisions before Fri @ 11:00 am)</p>
9	Oct 23	<p>Report Due: Fact Pack Report Y5 decisions</p> <p>Discussion: - Text Ch 8 Innovation, Sustainability, & Change, HHI & CR -Text Ch 9 Analyzing Cost, Gross Margin Analysis</p> <p>Capstone decisions Y5 (Upload team decisions before Fri @ 11:00 am)</p>
10	Oct 30	<p>Report Due: Fact Pack Report Y6 decisions</p> <p>Discussion: - -Text Ch 10 Sources of Profitability, Ch 11 Financing & Valuations Test #4 Textbook Chapters 4-8 (May use one-page of personal handwritten notes)</p> <p>Complete the On-line Peer Evaluations #2 – Capsim.com before Friday @ 11:00am Capstone decisions Y6 (Upload team decisions before Fri @ 11:00 am)</p>
11	Nov 6	<p>Report Due: Handout copy of Team presentation PPT slides for Security Conference (No Fact Pack Report is due for Round #7)</p> <p>Discussion: - Securities Analyst Conference team presentations Capstone decisions Y7 (Upload team decisions before Fri @ 11:00 am)</p>

Discussion: -Text Ch 12 Business Model Process
- Business Week Article discussion (will advise article)

Capstone decisions Y8 (Upload team decisions before Fri @ 11:00 am)

13 Nov 20

Report Due: Handout copy of Team M & A presentation PPT slides and M & A Report

Discussion: Merger & Acquisition team presentations

Test #5 Chapters 9-12 & Business Week articles (May use one-page of handwritten notes)

Complete the On-line Peer Evaluations #3 – Capsim.com before Friday @ 11:00am

**Ferris State University
College of Business
BUSN 499 Syllabus
Winter Semester 2007**

Course Title: BUSN 499, Interdisciplinary Integrating Experience

Class Sessions: BUSN 499-3... Mon & Wed 4:30pm to 6:00pm, BUS-329
BUSN 499-NTA... Tues 4pm to 7pm, Traverse City

Professor: Dr. C. J. Bolling

Office Location: BUS 347 (Main Campus)

Office Hours: Main Campus Traverse City
Mon... 2:30pm to 4:30pm Tues... 3:00pm to 4:00pm
Wed... 2:30pm to 4:30pm
And otherwise by Appointment

Office Phone: 231.591.2492

Office email: bollingc@ferris.edu

Textbook: Afuah, Allan. Business Models: A Strategic Management Approach.
1st edition. ISBN 0-07-288364-2.

Other Required

Course Resources: 1) *Capstone Business Simulation Student Guide* (To be distributed -without charge- on the first day of class)
2) *License to Use* simulation software (Purchased with credit card online at capsim.com at an approximate cost of \$40.)
3) All BUSN 499 students registering to use the Capstone simulation software on capsim.com must register under a *SimID Number* which will be assigned on the first class session.

Course Competencies:

By the end of this course, student competence is required in several key areas of business strategy and policy. Collectively, the written reports, presentations, and/or simulations required for this course are intended both to develop as well as to demonstrate student's key competencies as follows:

- 1) Analyze and identify (un)attractive features of industries and markets,
- 2) Develop & execute integrated firm- and functional-level strategic plans and business decisions,

- 3) Appraise competitive conditions, assess a firm's capabilities, identify key strategic alternatives, and reason & model plausible business outcomes (e.g. profits, market share, etc...) associated with strategic choices and competitive dynamics,
- 4) Prepare factpack-style written reports
- 5) Articulate the basics of corporate governance (including structure, responsibilities, and contemporary issues),
- 6) Contribute value-adding input to group deliverables and group discussions
- 7) Prepare fact-based firm-level and segment -level Operational & Financial pro-forma,
- 8) Analyze and articulate a firm's key competitive strengths & weaknesses,
- 9) Perform effectively in a collaborative setting given real-time competitive pressures, and
- 10) Compete both effectively and ethically

Nature of the Course:

This capstone course is intended to logically extend from the Mission of the College of Business:

...to offer students a diverse array of specialized business programs, involving the latest technologies, in order to create an educated workforce able to contribute to the economic vitality of the state of Michigan and the Nation.

More specifically, this course will integrate the various disciplines of business study along with their associated technical concerns through robust, competitive computer simulations. A senior management point of view is encouraged to foster a broad understanding of real-world, critical decision-making affecting a firm's short- and long-term competitiveness. By incorporating lecture, discussion, competitive simulations, simulation de-briefings, factpack preparation, and oral presentations, this course will afford students an opportunity to improve their managerially-related technical and collaborative skills. Moreover, grading standards reflect that teamwork is a major success factor in the workplace, hence in this course.

This course is framed upon the concepts and techniques of strategic management. A structured approach will be utilized to understand key business issues, to identify strategic choices, and to model or reason plausible competitive outcomes.

This is a capstone course for students receiving a Bachelor's Degree from the College of Business at Ferris State University. This course is not stand-alone in nature, rather, it is derived from *Core Courses* and other courses required for this degree. Students enrolling in this course should possess the requisite knowledge expected from their successful completion of the array of courses embodied in this business degree. Key subject areas include, but are not necessarily limited to, the following:

- | | |
|-----------------------------------|------------------------------|
| - Written & Verbal Communications | - Managerial Practices |
| - PC Office Systems Utilization | - Business Law |
| - Effective Collaboration | - Analysis & Decision Making |
| - Marketing & Sales | - Structured Problem Solving |
| - Finance & Accounting | - Operations |

Class Prerequisites:

In addition to those prerequisite courses listed below, students must have *Senior Standing* to enroll in this course.

- ACCT 201
- ACCT 202
- BLAW 321 (Contracts & Sales) or BLAW 301
- FINC 322 (Financial Management)
- MGMT 301 (Applied Management)
- MGMT 370 (Quality/Operations Management)
- MKTG 321 (Principles of Marketing)
- STQM 260 (Introduction to Statistics)

Course Requirements:**1) Master Capstone Software, Spreadsheet, Reports, etc...**

Quickly master the use of the simulation software, decision-making spreadsheets, industry & company reports, etc...

2) Complete all Capstone Simulations

- A. One (1) Practice Round Simulation
- B. Eight (8) *Annual* Competitive Simulations

3) Master Simulation Factpack Preparation (See illustration on WebCT)

Up to seven (7) Simulation Fact Packs. Power Point reports (30-40 pages), in which year-end competitive outcomes are analyzed to support business decisions for the impending-year. Reports typically include: 1) Segment Rivalry Analysis, 2) Marketing Analysis, 3) Production Analysis, and 4) Financial Analysis.

4) Technical Conference (Personal Presentation)

Functional Managers from all firms form a panel that addresses competitive issues and answers difficult questions pertaining to their industries, firms, competitors, market segments, etc... The purpose of the conference is to demonstrate the manager's functional / corporate competence and to enlighten the *conference attendees* on the various issues.

5) Security Analyst Conference (Group Presentation)

Fact Pack presentation (20- to 30-pages) describing the firm's segment rivalries, product vitality, production capability, financial condition, past mistakes/fixes, and future performance expectations. This presentation is to be geared to the Securities Analysts that advise investors relative to your firm's financial securities. Be prepared to answer difficult questions about your firm's performance and future plans. Firms must take the responsibility to differentiate between information that is necessary and appropriate to divulge vs. that which the firm does not wish to divulge owing to its competitive sensitivity.

6) Merger & Acquisition Plan

Power Point presentation (10- to 15-pages) identifying the acquisition target, acquisition price, sales synergies, cost synergies, merger proforma, and NPV.

7) Effective Teamwork is required to develop work products that capture the collective knowledge and experience of students, and to develop personal expertise in content- and relationship-rich collaboration. Teamwork embodies preparing for meetings, contributing ideas, listening and seeking to understand other's ideas, being respectful, focusing on key issues, honoring commitment dates, contributing high-quality work products, etc...

8) Contributing Value-Creating Ideas/Comments in Class Discussions is required to enrich discussion and to demonstrate personal understanding of course subject matter. Participation includes; showing-up for class, being well prepared, questioning issues/materials, introducing viewpoints, sharing experiences and insights, sharing observations on simulation extrapolations to the real world, questioning/commenting on other student-firm's strategies and outcomes, etc...

Assignments (Content, Structure, Appearance, and Timeliness):

Simulations, written reports and presentational assignments are to be turned in on the due date. Prior approval is required to receive credit for any assignment turned in after the due date. The substantive content, structure, and appearance of reports and presentational materials must conform to high-quality business standards.

Attendance Policy:

This is a course that encompasses lecture, discussion, team presentation, and team debriefings/report-outs. Attendance is mandatory! More than two absences during the term will likely result in failure of the course.

Tests:

Short-answer essay exams may be given on a spot-basis. The scope of the exams will be taken from the Business Modeling text and Real-time case studies.

Homework:

In addition to time in class, required homework time is estimated at 6-hours per week.

Grading:

Student performance on business simulations, report writing, oral presentations, and class participation will form the basis of grading. All assignments must be successfully completed to receive a passing grade in the course. Key success factors considered by the instructor will

include; scholastic integrity, business ethic, comprehensiveness, analytical depth and accuracy, Capstone simulation performance, simulation learnings, innovation, reasoning, conclusiveness, and presentational intelligibility and persuasiveness.

Effective collaboration and teamwork are especially important factors to successful course completion, and peer evaluations will therefore weigh into grading. Students are encouraged to evaluate their team members taking into account preparedness for meetings, contribution of ideas, skill in listening and understanding other’s ideas, respectfulness in interactions, productive use of time via focusing on key issues, reliability in meeting commitment dates, and contribution of high-quality work products.

The relative weighting for all class work will be as follows:

Capstone Simulation - Firm Performance.....	30%
Fact Packs - Firm Performance.....	20%
Technical Conference - Individual Performance.....	10%
Analyst Conference - Firm Performance.....	10%
Merger & Acquisition – Firm Performance.....	5%
Peer Evaluation.....	15%
Discussion/Comments Value-Creation.....	10%

Course Grading Scale:

A	92	100
A-	90	91
B+	88	89
B	82	87
B-	80	81
C+	78	79
C	72	77
C-	70	71
D+	68	69
D	62	67
D-	60	61
F	<60	

Professor’s Professional and Instructional Background:

Dr. Bolling joined FSU’s College of Business in 2002. He came to FSU from industry where he held various senior-level managerial positions. Dr. Bolling has researched, published, and presented findings on various issues pertaining to the competitive restructuring of infrastructure industries. He has delivered expert testimony on energy and environmental public policy issues before government officials in both legislative and adjudicative settings. Upon receiving a PhD in International Business and International Political Economics from Wayne State University in December 1997, he joined the adjunct graduate faculties at both Oakland University and Central Michigan University, where he instructed various International Business and Business Strategy courses.

Course Schedule:

Week 1 (Beginning January 8)

Discussion: - Course Introduction & Administrative Issues
- Capstone Simulation (System Logistics & Industry Overview)
- Introduction to Strategic Planning & Business Modeling

Work Product Delivered:
- Formation of Student Capstone Corporations

Assignment for Next Session:
- Capstone Registration & Login (Deadline: January 13 @ 11am)
- Deep-dive study of Capstone Student Guide
- Read *Ethics & Social Responsibility* (Afuah Ch 13)

Week 2 (Beginning January 15)

Discussion: - Capstone Logistics, Decision-making, Reports, etc...
- Ethics & Social Responsibility

Work Product Delivered: Check off for Capstone Registration & Login

Assignment for Next Session:
- Hands-on practice of Capstone logistics, decision-making, and reporting
- Read *Business Modeling Overview* (Afuah Ch 1)
- Read *Customer Value* (Afuah Ch 2)
- Capstone Practice Run Decisions by January 20 @ 11am

Week 3 (Beginning January 22)

Discussion: - Competitive Outcomes of Capstone Practice Run
- Business Modeling
- Customer Value
- Decision-Based Analysis & Fact Packs

Work Product Delivered:

Assignment for Next Session:
- Read *Pricing* (Afuah Ch 3)
- Fine Tuning for Capstone Technical Conference
- Capstone Y1 Decisions by January 27 @ 11am

Week 4 (Beginning January 29)

Discussion: - Capstone Technical Conference

Work Product Delivered:

Assignment for Next Session:

- Read *Revenue Sources* (Afuah Ch 4)
- Y2 Fact Pack (Analysis Supporting Y2 Decisions)

Week 5 (Beginning February 5)

Discussion: - Pricing
- Revenue Sources

Work Product Delivered:

- Y2 Fact Pack (Analysis Supporting Y2 Decisions)

Assignment for Next Session:

- Capstone Y2 Decisions by February 10 @ 11am
- Read *Connected Activities* (Afuah Ch 5)
- Read *Resources & Capabilities* (Afuah Ch 6)
- Y3 Fact Pack (Analysis Supporting Y3 Decisions)

Week 6 (Beginning February 12)

Discussion: - Capstone Y2 Competitive Outcomes
- Connected Activities
- Resources & Capabilities

Work Product Delivery:

- Y3 Fact Pack (Analysis Supporting Y3 Decisions)

Assignment for Next Session:

- Capstone Y3 Decisions by February 17 @ 11am
- Read *Business Model Execution* (Afuah Ch 7)
- Y4 Fact Pack (Analysis Supporting Y4 Decisions)

Week 7 (Beginning February 19)

Discussion: - Capstone Y3 Competitive Outcomes
- Business Model Execution

Work Product Delivery:

- Y4 Fact Pack (Analysis Supporting Y4 Decisions)

Assignment for Next Session:

- Capstone Y4 Decisions by February 24 @ 11am
- Read *Innovation, Sustainability, & Change* (Afuah Ch 8)

Week 8 (Beginning February 26)

Discussion: - Capstone Y4 Competitive Outcomes
- Innovation, Sustainability, & Change

Work Product Delivery:
- Y5 Fact Pack (Analysis Supporting Y5 Decisions)

Assignment for Next Session:
- Capstone Y5 Decisions by March 17 @ 11 am
- Read *Analyzing Cost* (Afuah Ch 9)
- Y5 Fact Pack (Analysis Supporting Y5 Decisions)

Week 9 (Beginning March 5)

Spring Recess

Week 10 (Beginning March 12)

Discussion: - Capstone Y5 Competitive Outcomes
- Analyzing Cost

Work Product Delivery:
- Y6 Fact Pack (Analysis Supporting Y5 Decisions)

Assignment for Next Session:
- Read *Sources of Profit* (Afuah Ch 10)
- Fact Pack for Securities Analyst Conference

Week 11 (Beginning March 19)

Discussion: - Securities Analyst Conference

Work Product Delivery: Fact Pack for Securities Analyst Conference

Assignment for Next Session:
- Capstone Y6 Decisions by March 24 @ 11 am
- Read *Financing & Valuation* (Afuah Ch 11)
- Y7 Fact Pack (Analysis Supporting Y7 Decisions)

Week 12 (Beginning March 26)

Discussion: - Capstone Y6 Competitive Outcomes
- Sources of Profit
- Financing & Valuation

Work Product Delivery:
- Y7 Fact Pack (Analysis Supporting Y7 Decisions)

Assignment for Next Session:
: - Capstone Y7 Decisions by March 31 @ 11am
- Read *Business Modeling Process* (Afuah Ch 12)
- Y8 Fact Pack (Analysis Supporting Y8 Decisions)

Week 13 (Beginning April 2)

Discussion: - Capstone Y7 Competitive Outcomes
- Business Modeling Process

Work Product Delivery:
- Y8 Fact Pack (Analysis Supporting Y8 Decisions)
- Fact Pack for Merger & Acquisition Presentation

Final Assignment:
- Capstone Y8 Decisions by April 14 @ 11am

Instructor: David M. Marion, PhD. PMP

Office: BUS 370

Office Phone: 231-591-2433

E-mail: David_M_Marion@ferris.edu

Office Hours

MWF from 10:00AM – 11:00AM & Wed. 2:00PM to 3:00PM

Course Description

This course focuses on the strategy, processes and techniques that develop the input, transformation and output of products and services. Students will learn about operational cornerstones of efficiency and effectiveness and how these practices relate to product and service costs. Extensive use of examples, videos, problem sets and cases will show the current operations practices within industries. The student will develop a working knowledge of what the various issues and concepts are in operations like: Lean Manufacturing, Supply Chain Management, Operation Strategies, Value Stream Mapping, Kaizen, and various elements of Quality from Baldrige to Six Sigma.

Learning Objectives

The objective of this course is to develop awareness of current methods used in operations, both in manufacturing and service industries. Students should be able to:

1. Recognize operations strategies and be able to identify common examples found in industry and everyday life.
2. Understand core competence in relations to strategy and customer service.
3. Discuss issues in supply chain management, quality management, inventory control and lean production.
4. Illustrate their understanding through application of planning and control by applying Materials Requirements Planning (MRP) and Enterprise Resource Planning (ERP).
5. Demonstrate their educational professionalism by adhering to the class policies set out in this syllabus.

Throughout the class, a focus on customer service/satisfaction will show how production/operations influence the organization.

Required Text

Ritzman and Krajewski
Foundation of Operations Management
2003 (Prentice Hall)

Articles discussed in class may be included as testing material. Students will also be required to access the FSU Library system (Lexus-Nexus) to find recent (less than 12 months old) articles regarding specific subjects. These articles will be used for class discussion purposes.

Grading

Your final grade for this course will be based on the following items which will be graded:

<i>Item</i>	<i>Points</i>	<i>Percentage</i>
Exams (100 points each)	300	55%
Team Projects (75 pts)	75	15%
In-class Projects	200	30%

Grading Scale

470 +	= A	370 - 384	= C
455 - 469	= A-	345 - 369	= C-
435 - 454	= B+	325 - 344	= D+
420 - 434	= B	305 - 324	= D
405 - 419	= B-	285 - 304	= D-
385 - 404	= C+	284 and below	= F

Exams

Tests will be utilized as a measure of your growing understanding. Exams will be in class on the dates listed on this syllabus. No late or make-up quizzes will be accepted. There will be 3 exams which will be used in grading for a total of 300 points.

Teams

Teams will be formed in class and will consist of 4 members. Should there be any problems with team members (not participating), the other members can email me and we can work out a solution (after class). There will be one team projects outside of class and several in-classes. Should team members not participate on the projects or discussion they should not expect to have their names included on any paper submitted by the participating group members. For Discussion, I will see your work and know who is participating. Note: I will support the group and make non-participating members to do their own project papers.

Team Projects

A project will be assigned later in the semester. At that time you may pick your own team and what you want your project to be based upon. Further details will be made available after some of the course material is covered that is relevant to your project.

In-class Projects

At regular intervals I will use material from the book or otherwise as in-class team activities. These in-class exercises will count as a good portion of your grade. Without some really good reason for you missing any, there will be no make-up. Past classes have actually found these to be enjoyable.

Attendance Policy

Attendance is at my digression. In other words, if you should decide to only come for tests, score well and miss everything else, that's easy, look at the grade structure. For individuals who do come to class and participate, I will be more apt to work with them for a better grade. This is your class and it is your choice how it turns out.

NOTICE

I reserve the right to make needed and appropriate adjustments in this syllabus.

Classroom Behavior

Treat this experience as if it were your first well paid employment opportunity. Just think about what might be expected of you during working hours and show the same respect here. You may be paying for this class, but it can make a difference in what you will be paid later!

Class Schedule

Week	Topic	Assignment
1/8	Introduction/Competing with Operations	Chapter 1
1/15	Process Management No Classes 1/15 Martin Luther King Day	Chapter 2
1/22	Managing Project Processes	Chapter 3
1/29	Managing Technology	Chapter 4
2/5	Quality Exam #1:	Chapter 5
2/12	Capacity	Chapter 6
2/19	Location and Layout	Chapter 7
2/26	Supply Chain Management	Chapter 8
3/5	No Classes – Spring Break	
3/12	Forecasting Exam #2:	Chapter 9
3/19	Inventory Management	Chapter 10
3/26	Aggregate Planning & Scheduling	Chapter 11
4/2	Resource Planning No Classes the 5 th or 6 th	Chapter 12
4/9	Lean Systems	Chapter 13
4/16	Flex time for in-class projects and team activities	
4/23	Project Presentations	
4/30	Exam Week	

Note: This schedule is tentative and will have in-class exercises and projects assigned as the class progresses.

Instructor: Dr. Steven B. Lyman

Office: B351

Office Phone: 231-591-2469,

E-mail: within WebCT or lymans@ferris.edu

Office Hours: Tue.& Thur. from 1:15 pm – 3:15 pm or by appointment

Course Description:

The course focuses on strategies, processes and techniques used from material acquisition to production and finally through delivery of a product or service. Students will learn about operational efficiency and effectiveness and how this relates to product/service costs. Extensive use of examples, videos, problem sets and cases will show the current operations practices within industries. The student will develop a working knowledge of what the various issues and concepts are in operations like: Lean Manufacturing, Supply Chain Management, Operation Strategies, Value Stream Mapping, Kaizen, and various elements of Quality from Baldrige to Six Sigma.

Learning Objectives:

The objective of this course is to develop awareness of current methods used in operations, both in manufacturing and service industries.

1. Students will be able to recognize operations strategies and the role operations plays in supply and demand.
2. Students will understand core competence in relations to strategy and customer service.
3. What is the role product quality has and how is quality both determined and measured?
4. Students will be able to demonstrate knowledge of issues in supply chain management, inventory control and lean production.
5. Students will be able to illustrate their understanding through application of planning and control by applying Materials Requirements Planning (MRP) and Enterprise Resource Planning (ERP).
6. Students will demonstrate their educational professionalism by adhering to the class policies set out in this syllabus.

Throughout the class, a focus on customer service/satisfaction will show how production/operations influence the organization.

Required Text: Ritzman and Krajewski, Foundation in Operations Management, 2003 (Prentice Hall).

Grading: Your final grade for this course will be based on the total of 500 points from the following items which will be graded:

<u>Item</u>	<u>Points</u>	<u>Percentage</u>
Midterm (100 pts each)	300	60%
Final (optional)	100	20%

Total points that can be earned from midterms and final are 300 points. You may use the final to replace a lower score on a midterm.

Home Projects (50 pts each)	100	20%
Team Projects	100	20%

Grading Scale:

470 + = A	370 – 384 = C
455 – 469 = A-	345 – 369 = C-
435 – 454 = B+	325 – 344 = D+

420 – 434 = B
405 – 419 = B-
385 – 404 = C+

305 – 324 = D
285 – 304 = D-
284 and below = F

Exams

The midterm and final exams will be composed of both multiple choice and true and false. Exams are closed book but a cheat sheet is allowed for reference (standard 8.5 x 11 page). The objective of examines is to demonstrate your knowledge, understanding and **application** of the concepts of operations. This includes the ability to interrelate topics. A curve to exam averages will be given with the mean to be set at 75% (75 points on a 100 point exam) for each section.

Make-up exams will be at the discretion of the instructor. If students know in advance they will not be able to take the test, they are required to make arrangement with me prior to the test. Should you miss a test, students must contact the instructor within 24 hours of the test to make arrangements.

Active participation in class discussion is strongly encouraged and will assist you in preparing for exams. The ability to participate will be enhanced by keeping up with the assigned reading material prior to class. Articles handed out in class may be tested on plus show students current practices in industry. Also, **use of cell phones will not be allowed for any reason during tests.**

The Final exam is optional and may be used to replace a midterm grade with a lower point total. If the Final Exam is taken and its score is lower, this will not lower your point total for tests. One other unique feature of the final exam is it is on-line through WebCT and will be available for 3 days after which it will no longer be available.

Teams

Teams will be assigned at the beginning of the semester and will be limited to 5 or 6 students per team. Should there be any problems with team members (not participating), all members can meet with me and we can work out a solution. Team members who do not participate on the projects should not expect to have their names included on the paper handed in by the participating members. I will support the group and make non-participating members to do their own project paper.

Team Projects

Throughout the semester I will be assigning questions or problems that each group will be required to answer. Most activities will be conducted during class time. The team will hand in the answer to the instructor for grading with all participating (present) names on one sheet. Only the members who are present and participate will receive credit. I recommend you use examples to illustrate a point when possible.

Home Projects

These projects may be worked in groups of up to 5 students. The projects consists of **excel projects** and will be handed out during the semester. It is expected that you know how to use a spreadsheet like Excel. Instructions on what is required will accompany the project. Should excel be a problem than that student will need to see me about an alternative project. For the Excel project's, they will be handed out during the semester (example: chapter 9 forecasting and during chapter 12 MRP). Project 1 will evaluate forecasting methods. The chapter 12 project uses a template that will be provided which will do all calculations including costs data. Your job is to input a production schedule and analyze the various conditions which the scheduling system is exposed to. A ONE page paper is all that is needed, key is use tables/data to communicate and support your answer. The write-up should comprise your critical analysis and observations from the spreadsheet data. Grading will consist of 50% on the spreadsheet information/data and 50% on write-up. Projects are due on the date specified during class. All projects are to be turned in on the due date, **no late projects. In your write-up, provide tables (make sure you label**

the table) to support your conclusion/decision. Tables consist of data, not your assumptions, views or feeling!

Lecture Schedule:

Week	Topic	Assignment
1/8-1/15	Competing with Operations	Chapter 1
1/15-1/22	Process Management	Chapter 2
1/22-1/29	Managing Technology	Chapter 4
1/29-2/6	Quality	Chapter 5
2/8	Midterm # 1 (Thursday)	Covering Chapters 1,2, 4, 5
2/11- 2/18	Capacity	Chapter 6
2/18-2/25	Location and Layout	Chapter 7
2/25-3/11 3/4-3/11	Forecasting Spring break	Chapter 9 Project #1 Handed out, due 2 weeks later
3/11-3/18	Supply Chain Management	Chapter 8
3/20	Midterm # 2 (Tuesday)	Covering Chapters 6-9
3/21-4/1	Inventory Management	Chapter 10
4/1-4/8	Aggregate Planning & Scheduling	Chapter 11
4/8-4/15	Resource Planning (MRP& ERP)	Chapters 12 Project #2 Handed out on 11/21 due 12/5
4/15-4/22	Lean Systems	Chapter 13.
4/24	Midterm #3 (Tuesday)	Covering Chapters 10-13
4/28-5/1	Final Exam (online final)	All Chapters on test

Extra Credit

There is an opportunity to gain 25 extra credit points during the semester. To earn the points, the breakdown is as follows: 5 points will be awarded for each professional meeting attended which is relevant to the subjects covered in this class. Please verify with me before you attend a professional meeting off campus. Verification will require information on the meeting such as topic, speaker name and affiliation, meeting location, and accompany faculty member. The reason why extra credit is being awarded is to encourage student participation in professional organizations as well as enhancing their knowledge of the subjects taught in this course. The requirements are for students to become active in one of the various student organizations that have ties to professional/educational organizations. Some organization such as AMA, APICS, NAPM/ISM, Computer/systems organizations, SHRM, SME, IMA may have meetings which cover related subjects. **Do not assume I will grant extra credit.** The following are required for meetings to be considered for extra credit points:

1. The organizations mission should promote education and networking opportunities (plus professional certifications)
2. The subject of the meeting must pertain to Operations, Quality, Supply Management or Logistics.
3. Must be off campus. Students must attend the entire meeting. Should I find out you departed early, NO points will be awarded.
4. Must have FSU faculty involvement by attending the meeting. This requires faculty to signoff on the paperwork required by FSU and the Extra Credit Meeting Form. Faculty will also have to fill out the paperwork required by the University for School Sponsored field trips.
5. Each student will fill out the Extra Credit Meeting Form which asks for specific information like: the topic discussed, speaker name, time and location, and key points learned.

The intent is to get students involved with professionals in industry and develop networking skills. This will be a valuable skill when seeking employment. Simply joining an organization is not enough, involvement is key to getting points. This extra credit is awarded for extra work (activities) outside the classroom and must be earned. **There is no entitlement.** If your schedule does not allow for such involvement, I am sorry but there will be no points awarded, no exception. There will be no points for wanting to attend a meeting or joining an organization.

Classroom Policies

I expect students to engage in the learning process.

- Cell phone and pagers are to be turned off in class. Should they go off during lecture, students should turn them off. If I have to ask a student to turn phones (or pagers) off more than once, 20 points will be deducted from their grade. If there is an emergency necessity to have the units on, notify me prior to the start of class.
- Food in the classroom is allowed, unless specified by signs within the building. Students are limited to bring in pop and snacks. Sorry, no four course dinners.
- Should a field trip be setup, students are required to dress appropriately. This includes closed tip shoes, slacks and absolutely NO cell phones. You will follow all rules specified by the company (wear safety glasses). Students who violate any of these rules will have 50 points deducted from their grades.
- Classroom conduct strives to maintain a positive learning environment and educational opportunity for all students. This includes respect between the instructor and students and between students. Discussions should focus on the issues and topics currently under review. Excess noise, rude conduct or inappropriate conversation, as determined by the instructor, is unacceptable. Repeated occurrence will result in a point reduction as determined by the instructor.

Final Note

I reserve the right to make needed and appropriate adjustments in this syllabus.

Extra Credit Form

Credit will be given if the conditions defined in the syllabus and on this form are met.

Student Name:	
Organization Name:	
Date of Meeting:	
Location of Meeting:	
FSU Faculty Member Signature:	
Phone Number:	
Speakers Name:	
Topic Presented:	
Briefly describe major points of presentation:	

Course Syllabus

MGMT 301
Applied Management

Textbook: "Management Fundamentals"
Robert Lussier

Dr. David Steenstra
213-591-2427
Business 212
steenstrad@ferris.edu
Office Hours: T & TH
8 – 9; 11 – 12; 2 – 3
or by appointment

<u>Date</u>	<u>Topic</u>
01/09	Chapter 1: Managing
01/11	Management Styles Exercise
01/16	Chapter 2: Culture, Ethics, and Social Responsibility
01/18	Quiz # 1: Chapters 1 & 2
01/23	Chapter 3: Global Environment & Entrepreneurship
01/25	Small Group Exercise: Skill Builder, "Selecting a New Venture"
01/30	Chapter 4: Creative Problem Solving & Decision Making
02/01	Quiz # 2: Chapters 3 & 4
02/06	Chapter 5: The Strategic & Operational Planning Process

02/08 Independent Research Project:
"Developing a Strategic Plan"

02/13 Quiz # 3: Chapter 5

02/15 Problem Solving Exercise

02/20 Chapter 6: Organizing & Delegating Work

02/22 Case Exercise: "Managing Change"

02/27 Chapter 7: Managing Change: Innovation & Diversity

03/01 Quiz # 4: Chapters 6 & 7

03/06 Chapter 8: Human Resource Management: Staffing

03/08 Role Play Exercise: "The Hiring Process"

03/13 Case Exercise:
"Work Applications 7, 8, 9, 10, 11, & 12"

03/15 Chapter 9: Organizational Behavior
Handout: "My Leadership Story"

03/20 Quiz # 5: Chapters 8 & 9

03/22 Chapter 10: Team Leadership

03/27 Leadership Presentations

03/29 Chapter 11: Communicating & Information Technology

04/03 Leadership Presentations

04/05 Chapter 12: Motivating for High Performance

04/10 Quiz # 6: Chapters 10, 11 & 12

04/12 Chapter 13: Leading with Influence

04/17 Leadership Application Exercise

04/19 Chapter 14: Control Systems: Financial & Human

04/24 Control Systems Exercise

04/26 Chapter 15: Operations, Quality, & Productivity

05/01 Final Exam

Grading Methods**Potential Points**

6 Quizzes: T, F, Multiple Choice, Short Answers – 50 points each	300
Management Styles Exercise	50
Skill Builder Exercise	50
Independent Research Project	100
Problem Solving Exercise	50
Managing Change Exercise	50
Role Play Exercise	50
Work Application Exercise	50
Leadership Presentations	100
Leadership Applications Exercise	50
Control Systems Exercise	50
Final Exam	<u>200</u>
Total Possible Points	1,100

Grading Scale

A	930 +	C	730 – 769
A-	900 – 929	C-	700 – 729
B+	870 – 899	D+	670 – 699
B	830 – 869	D	630 – 639
B-	800 – 829	D-	600 – 629
C+	770 – 799	F	599 or less

**Management 301
Applied Management
Winter 2007**

Instructor: Dr. Ann Gilley
gilleya@ferris.edu
231-591-2820
Office: Business 350
Office hours: T TH 9-9:30 am; 4:15-5:45 pm

Course Description

Applied Management explores the theories, principles and practices of management in a dynamic business environment.

Text

Lussier, R. N. (2006). *Management fundamentals: Concepts, applications, skill development, 3rd ed.* Mason, OH: Thomson /South-Western.

Objectives

This course will enable students to:

- Understand the complexities of management and leadership.
- Demonstrate the ability to find critical information necessary for decision making.
- Present their ideas clearly and concisely before an audience.
- Work in teams to gather and analyze information.
- Assess the styles and motivators of themselves and others.
- Understand change and its impact on individuals and groups.

Grading Scale

A	94-100	B-	80-83	D+	67-69
A-	90-93	C+	77-79	D	64-66
B+	87-89	C	74-76	D-	60-63
B	84-86	C-	70-73	F	0 -59

Assignments, Quizzes, and Exams

5 quizzes, 10 points @	50 points
4 exams, 100 points @ (best 3 of 4)	300
2 individual presentations, 25 pts @	50
Participation / competitions	50
Group presentation	<u>200</u>
Total points	650

You are responsible for reading assigned material prior to class discussion. Quizzes will be administered at the beginning of class. Quizzes may be written, verbal, or group. Do not be late!

Exams and the final may be short answer, essay, true/false, multiple choice, or a combination thereof. No quiz will be given during the week of an exam.

Assignments include individual and group research and presentations. The individual research presentations will address management topics that you wish to explore further or are assigned from chapter readings. In the first presentation you are required to present information that is not found in your text. The group presentation must be professional, including appropriate attire, visuals, and technology (PowerPoint). Use of note cards is **NOT** allowed. Topics include, yet are not limited to:

- motivation
- compensation
- professionalism (incl. attire)
- gender differences (e.g., in management, communication)
- communication (e.g., within organizations)
- culture
- stress
- employment law
- personality
- change
- teams
- quality initiatives
- strategy
- self-esteem

The group (max. four members) research project and presentation will share the results of your data gathering and analysis of a local business with respect to a specific management topic (of your choice). You will be required to interview employees (including at least one member of management) of your chosen business. The business must be approved by your instructor (you may choose your current or any past employer). Your personal grade will be largely dependent upon your project colleagues' evaluations of your performance.

Late Assignments / Missing Class

Assignments are due at the beginning of class. Grades will be reduced a full letter grade (e.g. from A to B) for each day late.

Assignments, quizzes and exams may **NOT** be made up unless you have **pre-authorized** an absence with me **IN ADVANCE**. Valid reasons to miss class include:

- Death of a family member
- Extended hospitalization of self or child
- University sponsored events (written notification required)
- Jury duty or subpoena for court testimony
- Inclement weather in which local police agencies suggest it is dangerous to drive (applies to commuters)
- Others at instructor discretion

Issues not likely to be considered valid:

- Day care problems
- Oversleeping / hung over
- Being in jail
- Others at instructor discretion

Incompletes

The “I” is only considered for extenuating circumstances – those situations over which the student has little or no control (e.g., illness, death of a parent, serious injury). A student must have completed at least 75% of the coursework at passing levels. An “I” grade automatically changes to an “F” after one semester (excluding summer) unless the faculty member files another grade or extends the incomplete.

Academic Dishonesty

Cheating, plagiarism, or other forms of academic dishonesty will not be tolerated. Cite sources appropriately, do your own work, and be responsible for your own behavior, assignments, exams, projects, and quizzes. Those caught cheating on any work, quiz, or exam will automatically receive a zero (0) for their effort, and may flunk the class (depending on the significance of the assignment, e.g. an exam or final project).

Hints for Success

Think of me as your boss, and please call me Ann. I expect you to work hard, keep a good attitude, and contribute. You will get out of this class what you put in it. In exchange for your efforts your “pay” will include the knowledge you gain as a result of your experiences related to this class and your grade. Your knowledge, experiences, grades, and references are vital to helping you secure the employment opportunities you desire.

Final Note

I reserve the right to make needed and appropriate adjustments in this syllabus.

Tentative Schedule

Week	Readings	Activities
1 1/9-11	Ch 9 Org Behavior (306-311)	Introductions Professionalism Personality assessment (social style)
2 1/16-18	Ch 1 Managing Ch 13 Leadership	Quiz 1 Management v. Leadership Evolution of Leadership
3 1/23-25	Ch 2 Environment & Culture Ch 12 Motivation	Quiz 2
4 1/30-2/1	Ch 12 Motivation, cont'd	Exam I, Chapters 9, 1, 13, 2, 12 (Thurs)
5 2/6-8	Ch 8 HRM & Staffing	Quiz 3 Legal issues
6 2/13-15	Ch 11 Communications	Data reporting / presentation skills Individual presentations
7 2/20-22	Ch 10 Teams	Team Member Role Assessment Research guidelines, written surveys Individual presentations
8 2/27		Exam II, Chapters 8, 11, 10
9 3/13-15	Ch 5 Strategy	Values Model Team topic and company due Thurs
10 3/20-22	Ch 4 Problem Solving	Quiz 4 Analysis Model Team survey instrument due Thurs
11 3/27-29	Ch 7 Change	Quiz 5 Change Curve Sign up for group presentations
12 4/3		Exam III, Chapters 5, 4, 7
13 4/10-12		Team meetings with instructor (Tues) Group presentations (Thurs)
14 4/17-19	Ch 9 Org Behavior (312-340)	Group presentations (Tues)
15 4/24-26	Ch 6 Organizing Work Ch 14 Control Systems	Individual presentations
16 4/30-5/3		Final, Cumulative

** Subject to change if needed and deemed appropriate by instructor.*

Grade Calculation Worksheet

Exam 1 _____ / 100

Exam 2 _____ / 100

Exam 3 _____ / 100

Total _____ / 300

Quiz 1 _____ / 10

Q2 _____ / 10

Q3 _____ / 10

Q4 _____ / 10

Q5 _____ / 10

Total _____ / 50

Individual presentation 1 _____ / 25

Individual presentation 2 _____ / 25

Participation / competition _____ / 50

Group presentation _____ X _____ % evaluation (e.g. 85%) of project colleagues =
_____ / 200.

Total points _____ / 650 = letter grade of _____.

**Ferris State University
College of Business
Department of Marketing**

**MKTG 321 PRINCIPLES OF MARKETING
SPRING 2007**

Professor: Laura Farlow Dix, Ph.D.

Office: BUS 354

E-mail: dixl@ferris.edu

Phone 231-591-2795

Office Hours: 11-12 & 2-3:00 Monday & Wednesday
And any other time by Appointment

Course Description:

Introduction to the basic functions of marketing included as topics of study are: consumer behavior, marketing research, marketing planning, physical distribution, selling, promotion, retailing, pricing, wholesaling, purchasing, international marketing, and e-commerce.

Course Objectives:

Upon successful completion of MKTG 321, students should be able to:

1. Define marketing and explain the importance of discovering and satisfying customer wants and needs.
2. Describe the strategic marketing process and its three key phases: planning, implementation and control.
3. Distinguish between marketing mix elements and environmental factors.
4. Explain how market segmentation, targeting, and positioning can create competitive advantage.
5. Recognize key characteristics of organizational buying that make it different from consumer buying.
6. Describe the elements of the marketing mix (product, price, place (distribution) and promotion) and how they fit into a comprehensive marketing plan.
7. Describe the elements of the promotions mix (advertising, sales promotions, public relations, personal selling, and direct marketing) and how they are coordinated to create integrated marketing communications.

Course Materials:

Essentials of Marketing 5E (2006) by Lamb, Hair, and McDaniel

Course Procedures:

This course combines use of textbook material, published articles, cases, and marketplace examples of marketing practices. Discussions, assignments, and in-class activities are designed to bring additional perspectives to the material and to foster the active application of the text and class content to business problems and situations. **All assignments (readings, worksheets, and take-home assignments) should be completed prior to the beginning of class.** No late assignments

Student Responsibility:

Professional conduct is expected from all course participants. You are responsible for all assigned material. You will be held to a high professional standard in the level and quality of your participation, your behavior, and your work product. Students are expected to be punctual to class and to be prepared to contribute thoughtfully and meaningfully to class discussions. Students are expected to work productively on teams by sharing responsibilities, attending team meetings, and collaborating effectively with others.

Course Grades:

Grades will be calculated based upon your performance on exams, written assignments, in-class participation, and take home exercises as follows:

Exams	40%
Written Assignments	40%
Class Participation	20%

Grading Scale: A (93-100%), A- (90-92.9), B+ (87-89.9), B (83-86.9), B- (80-82.9), ...

Exams: There will be 4 closed-book examinations. ANY material from the textbook, assigned articles, and class discussions may appear on the exams. Make-up exams will only be given in extreme circumstances and may be Case Analysis/Essay format. You must contact me BEFORE the scheduled exam in order to avoid receiving a zero on the exam.

Written Assignments: These assignments are created to reinforce the concepts from class discussion and the textbook. You will have the opportunity to apply marketing concepts to common activities (i.e. shopping, watching TV, reading magazines) and provide your unique insights to the assignments. All assignments must be completed using word processing /spreadsheet software.

Class Participation: Regular attendance is expected from each student. In order for you to receive maximum benefit from class discussion it is important that you actively participate. Active participation is based upon the quality of contributions to the discussion. Therefore it is expected that all assigned materials have been read prior to class. Your class participation grade is based upon your contribution to discussion and in-class activities. Additionally, take home exercises are assigned to help you pull key concepts from the textbook and classroom material.

NOTE: All students are responsible for changes made to the syllabus in class regardless of actual attendance for any reason.

SPRING 2007 Tentative Course Schedule*

Week of	Scheduled Topics	Assignments
1 (Jan 8)	Overview of Marketing The Marketing Environment	Chapter 1 Chapter 2 (WA #1)
2 (Jan 17)	Global Marketing	Chapter 3
3 (Jan 22)	Shelf Strategy/Video Case EXAM 1 (Chapters 1-3)	WA#1 Due
4 (Jan 29)	Consumer Decision Making Business Marketing	Chapter 4 Chapter 5
5 (Feb 5)	Consumer vs. Business Marketing Segmentation, Targeting, & Positioning	Chapter 6 (WA#2)
6 (Feb 12)	Marketing Research	Chapter 7
7 (Feb 19)	Video Case/ WA#2 Due EXAM 2 (Chapters 4-7)	
8 (Feb 26)	Product and Services	Chapter 8
9 (Mar 12)	New Product Development	Chapter 9
10 (Mar 19)	Supply Chain Management	Chapter 10
11 (Mar 26)	Retailing & Wholesaling	Chapter 11
12 (Apr 2)	EXAM 3 (Chapters 8-11) Integrated Marketing Communications	Chapter 12 (WA#3)
13 (Apr 9)	Promotions Mix / WA#3 Due	Chapter 13
14 (Apr 16)	Pricing	Chapter 14 (WA#4)
15 (Apr 23)	Video Case Course Wrap-up/ WA#4 Due	
Exam Week	EXAM 4 (Chapters 12-14)**	See Final Exam Schedule

*This schedule may be adjusted at the discretion of the instructor

** The Final Exam will include material from the entire course

Winter Semester 2007
Marketing 321 (Principles of Marketing)
T-Th (Business Bldg. Room 202)
Dr. Ahmed Mekky

Course Title: Principles of Marketing Tuesday and Thursday 12:00 – 1:15 and 1:30 to 2:45

Instructor: Dr. Ahmed Mekky, Professor of Marketing

Office Location: Room 372, College of Business

Office Telephone: (231) 591-2480

Email Address: Mekkya@ferris.edu

Office Hours: Tuesdays and Thursdays 8:30 to 9:30pm and Mondays 9:00 – 1:00pm. Other times by appointment.

Text: Essential of Marketing, By Lamb, Hair and McDaniel-
Southwestern Fifth Edition

Course Objectives:

- Provide students with an integrative, analytical experience in learning about marketing.
- Students should be able to identify and explain the most important concepts in marketing.
- By applying these concepts cumulatively, the student should develop an ability to confidently and meaningfully analyze simple marketing incidents and case problems.

Grading Systems:

During the course, students will have possibility of accumulating 1000 points. The points are distributed as follows:

Six Exams (150 points each) 900 points

Homework assignments and
Class participation/attendance 100 points

Total Possible Points 1000 points

Grades in the class will be based on the following:

95-100% = A	80-82% = B-	60-66 = D+
90-95 = A-	75-79 = C+	55-59 = D
87-89 = B+	70-74 = C	50-54 = D-
83-86 = B	67-69 = C-	Below 50 = F

In order to insure confidentiality, final grades will not be posted; nor will they be given orally. Students may turn in self-addressed postcards on the last day of classes to receive their grades in the mail.

Attendance Policy:

Case analysis, role-playing and class participation are significant learning tools in this course. Therefore, regular attendance is mandatory. Four (4) absences are allowed for personal emergencies, after which 20 points will be deducted for each class missed.

Examinations and Written Assignments:

Makeup exams will not be given. All work is due on the date assigned at the beginning of class period. No late homework will be accepted.

Student Counseling:

Students who are experiencing any difficulty with the course should promptly visit the instructor during office hours or by appointment.

I WISH YOU A SUCCESSFUL AND FRUITFUL SEMESTER!!!!

Week One	
January 9	Introduction
January 11	
Week Two	
January 16	Chapter 1: An Overview of Marketing
January 18	
Week Three	
January 23	Chapter 2: The Marketing Environment
January 25	Exam 1- Chapters 1, 2
Week Four	
January 30	Chapter 3: Developing Global Vision
February 1	
Week Five	
February 6	Chapter 4: Consumer Decision Making
February 8	
Week Six	
February 13	Chapter 5: Business Marketing
February 15	Exam 2- Chapters 3, 4, 5
Week Seven	
February 20	Chapter 6: Segmenting and Targeting Markets
February 22	
Week Eight	
February 27	Chapter 7: Decision Support Systems and Marketing Research
March 1	Exam 3- Chapters 5, 6, 7
Week Nine	
March 6	Spring Break
March 8	
Week Ten	
March 13	Chapter 8 Product and Services Concepts
March 15	
Week Eleven	
March 20	Chapter 9: Developing and Managing Products
March 22	Exam 4- Chapters 8, 9
Week Twelve	
March 27	Chapter 10: Marketing Channels and Supply Chain Marketing
March 29	Chapter 11: Retailing
Week Thirteen	
April 3	Exam 5- Chapters 10, 11
April 5	Easter Break, No Classes
Week Fourteen	
April 10	Chapter 12: Marketing Communications and Advertising
April 12	
Week Fifteen	
April 17	Chapter 13: Public Relations, Sales Promotion, and Personal Selling
April 19	
Week Sixteen	
April 24	Chapter 14: Pricing Concepts
April 26	

Week Seventeen

May 1

May 3

Final Exam 6- Chapters 12, 13, 14

Marketing 321

Principles of Marketing

Richard C. Hansen, Ph.D.
Office BUS 326
Phones: Office 591-2497
Home 796-3867
Office Hours: W 1 – 5 pm -- Others Hours by Appt.
e-mail: hansenr@ferris.edu

Course Description: MKTG 321 Principles of Marketing 3 credit hours
Activity/Contact hours: Lec 3 College: BUS Department MKTG

Marketing functions and policies; distribution costs, consumption patterns; channels of distribution; marketing of consumer, shopping specialty, agriculture and industrial goods, service marketing, functional middleman, speculation and hedging; wholesaling; shipping and warehousing; exporting and trade movements; standardization and grading; pricing, government regulation of competition; sales promotional activities; merchandising practices.
Prerequisites: Soph Standing Offered FWS

Text : "Essentials of Marketing" – Lamb, Hair, and McDaniel – Fifth Edition
Thompson South-Western (2006) ISBN 0-324-31664-X

General Information:

Course format includes lectures, video presentations, class discussion, in-class exercises, five examinations, and Marketing Plan Project. (A separate handout describing the Marketing Plan Project will be distributed later. Each student will be assigned a different consumer product.)

Grades will be determined as follows: Exams 1,2,3, and 4 will each count 100 points, and the Marketing Plan Project will also count for 100 points. Examinations will consist of a variety of objective type questions that may be drawn from the text, class lecture and discussions, and other class activities.

Grading Scale: Total Possible Points = 500

440 – 500 = A

410 – 439 = B

350 – 409 = C

300 – 349 = D

0 – 299 = F

Attendance: You are expected to attend each class session unless officially excused in accordance with University policy. Excessive absences may result in a reduction of your final grade. Appropriate documentation will be required to request a make-up exam because of absence.

WEEK	TOPICS	TEXT CHAPTERS	Video Cases
1	<i>Course Introduction An Overview of Marketing</i>	1	Wahoo's Fish Taco
2	<i>The Marketing Environment</i>	2	Record Technology -- Pressing On Against New Competition
3	<i>Finish Chapter 2, Begin 3 Developing A Global Vision</i>	2/3	Automated Food Systems – Hot-Dogging Around the World
4	<i>Developing A Global Vision</i>	3	(See previous video case) EXAM: Chapters 1 - 3
5	<i>Consumer Decision Making Business Marketing</i>	4 5	Cowgirl Enterprises Wrangles the Power of Plants and Herbs Café' Pilon – Brewing for Businesses
6	<i>Segmenting and Targeting Markets</i>	6	LeTravel Store – Travel Well and Prosper
7	<i>Decision Support Systems and Marketing Research</i>	7	Specialty Cheese Company EXAM: Chapters 4 - 7
8	<i>Product and Services Concepts</i>	8	Fluker Cricket Farms
9	<i>Developing and Managing New Products</i>	9	Ping/Karsten Manufacturing
10	<i>Marketing Channels and Supply Chain Management</i>	10	Ping/Karsten Manufacturing
11	<i>Retailing</i>	11	The Art Store EXAM: Chapters 8 - 11
12	<i>Marketing Communications and Advertising</i>	12	Cloud 9 Shuttle
13	<i>Public Relations, Sales Promotion, and Personal Selling</i>	13	AMCI
14	<i>Pricing Concepts</i>	14	Texas Jet
15	<i>Marketing Plan Project Due – last class day: Discussion/Samples</i>		EXAM: Chapters 12 - 14 (during final exam week)

Demonstrable Behaviors – MKTG 321

- Define marketing and explain the importance of (1) discovering and (2) satisfying consumer needs and wants.
- Distinguish between marketing mix elements and environmental factors.
- Know what is required for marketing to occur and how it creates customer value and utilities for consumers.
- Describe the strategic marketing process and its three key phases: planning, implementation, and control.
- Explain how the marketing mix elements are blended into a cohesive marketing program.
- Understand how environmental scanning provides information about social, economic, technological, competitive, and regulatory forces.
- Outline the stages in the consumer decision process.
- Recognize key characteristics of organizational buying that make it different from consumer buying.
- Describe the nature and scope of world trade from a global perspective and its implications for the United States.
- Identify a five-step marketing research approach leading to marketing actions.
- Explain what market segmentation is, when to use it, and the five steps involved in segmentation.
- Understand the ways in which consumer and business goods and services can be classified and marketed.
- Explain the product life-cycle concept and relate a marketing strategy to each stage.
- Describe the four unique elements of services.
- Identify the elements that make up a price.
- Recognize the constraints on a firm's pricing latitude and the objectives a firm has in setting prices.
- Understand how to establish the initial "approximate price level" using demand-oriented, cost-oriented, profit-oriented, and competition-oriented approaches.
- Explain what is meant by a marketing channel of distribution and why intermediaries are needed.
- Explain what supply chain and logistics management are and how they relate to marketing strategy.
- Identify retailers in terms of the utilities they provide.
- Understand the promotional mix and the uniqueness of each component.
- Understand the steps used to develop, execute, and evaluate an advertising program.
- Describe the stages in the personal selling process.
- Understand what interactive marketing is and how it creates customer value, customer relationships, and customer experiences in the new marketplace.
- Describe what makes an effective marketing plan and some problems that often exist with them.

Assessment –

Assessment of demonstrable behaviors of the marketing principles, concepts, and practices will be by exams consisting of identification questions and questions that will require you to recognize in various business situations the principles and practices/techniques that are being utilized in the example.

The Marketing Plan Project is also an essential ingredient of assessment for the recognition of the principles and practices used in marketing strategy of an on-going marketing effort for a selected consumer product. It is an opportunity to see the relationship between marketing theory, concepts, and principles and their existence in actual marketing efforts. It will enhance your ability to see the relationship between “theory and practice” in various marketing environments.

Notes:

Ferris State University
College of Business
Department of Marketing
Syllabus MKTG 321 Marketing Principles
Spring SEMESTER 2007

Instructor: Dr. Eric Panitz Ph.D. D.B.A.

Office: BUS 352

Phone: 591-2470

Office Hours M W F 1-1:50 PM- except holidays and By APPOINTMENT

Email: panitze@ferris.edu or via **WEBCT (Preferred mode)**: Leave Phone number where you can be reached if I need to call you.

Catalog Description: Marketing functions and policies; distribution costs, consumption patterns; channels of distribution, marketing of consumer, shopping, specialty, agricultural and industrial goods, service marketing, functional middlemen, speculation and hedging; wholesaling, shipping and warehousing; exporting and trade movements; standardization and grading; pricing; government regulation of competition; sales promotional activities; merchandising practices Global And international marketing.

Proficiency Outcomes expected.

Students completing this course should be able to:

1. Articulate the marketing concept.
2. Know and be able to describe the components of consumer and industrial Marketing activities
3. Know how consumers and business customers decide how to purchase products.
4. Know and articulate the basics principles behind product development and management, Pricing, promotion and supply chain management/distribution channels.
5. Understand and articulate the role of global and international marketing
6. Understand the role of strategy in developing a marketing plan.
7. Understand how markets are determined and articulate the criteria used.
8. Know the marketing research process and be able to conduct a basic market segmentation and identification study.
9. Know and be able to articulate the components of the business environment.

TEXT: Lamb. Hair and McDaniel. Essentials of Marketing, 5 ed.Thomson 2005.

GRADING POLICY:

Final Grades will be based on the following:

5 papers/projects/written assignments.....	50%	
4 on line @ 10% each	40%	EXAMS May be comprehensive
1 Class participation.....	10%	
Total.....	100%	

ATTENDANCE POLICY: Students found not attending class on line without a legitimate medical or school excuse will be penalized 3% for each absence. Please make sure the instructor receives a written excuse for each absence. You will be allowed one personal absence for any reason.

EXAMINATIONS: will consist of a variety of objective and essay type questions that may be drawn from the text, class lecture and discussion and other class activities.

Papers Required See papers section on WEBCT. Five papers will be required.

NOTE: At any particular time the Instructor may be slightly ahead or behind this schedule. After reading a chapter you should spend at least one hour learning the concepts and ideas presented in that chapter. Compare these to your notes and materials covered in class.

THE INSTRUCTOR ENCOURAGES YOU TO ASK QUESTIONS OVER ANYTHING DISCUSSED IN CLASS OR IN THE TEXT.

THE INSTRUCTOR RESERVES THE RIGHT TO MAKE CHANGES IN THIS SCHEDULE AS CONDITIONS WARRANT.

See attached information sheet.

See schedule sheet for exams and assignments.

EXAMS will consist of objective as well as essay type questions. These questions will be drawn from the text, on line-lectures, on line class discussion and other class related activities. Exams are scheduled as indicated in the course schedule. Exams will be administered through WEBCT. Practice quizzes will be available before each exam. Exam's will be comprehensive and will last about 75 minutes. Students will be expected to have a mastered prior material.

E-MAIL ASSIGNMENTS.

TO email files, students go to **Communications** section of the WEBCT course location and enter by pressing on the mailbox icon labeled Email instructors and other students.

Click on Compose message

When the message window comes up on your Computer screen

Click on the first **BROWSE** button. Wait until the list of instructor and students appears. The instructors email address is listed first simply because most of the course communication will be with the instructor.

Highlight the addresses you want to send your email to and the click on The **SELECT BUTTON.** YOU WILL BE RETURNED TO THE MESSAGE SCREEN

YOU MUST PUT A BRIEF MESSAGE IN THE MESSAGE BOX (REPORT X ATTACHED)

Go to the area below the message box

And click on the next **BROWSE** button.

Find the file you have saved as an .rtf or .doc file and highlight it, then click on the OPEN button in the file list screen. You should be returned to the message screen.

DEPENDING ON THE SIZE OF THE RTF/DOC FILE THIS MAY TAKE SOME TIME SO WAIT.

ON THE MESSAGE SCREEN YOU SHOULD SEE THE FILE LISTED IN THE BOX TO THE LEFT OF THE SECOND BROWSE BUTTON.

AT THIS POINT YOU MUST CLICK ON THE ATTACH BUTTON AND WAIT UNTIL THE FILE IS ATTACHED. WBCT WILL TAKE YOU THROUGH SEVERAL SCREENS BEFORE RETURNING TO THE COMPOSE MESSAGE SCREEN. WAIT UNTIL THIS IS COMPLETED.

WHEN YOU HAVE BEEN RETURNED TO THE "COMPOSE MESSAGE" SCREEN YOU SHOULD SEE THE FILE NAME LISTED BENEATH THE BROWSE WINDOW.

Click ON THE SEND BUTTON. WAIT ABOUT TEN SECONDS THEN YOU MAY SIGN OFF, GO TO OTHER WORK ETC.

LATE ASSIGNMENTS will NOT be ACCEPTED without legitimate medical OR school reason(s). All other reasons may be accepted solely at the discretion of the instructor.

Assignments are due by e-mail on the date indicated in the schedule. YOU WILL BE ALLOWED TO REVISE AND RESUBMIT EACH ASSIGNMENT WITHIN ONE WEEK OF RECEIVING YOUR INITIAL GRADE TO IMPROVE THE ASSIGNMENT (REPORT) Grade.

The instructor will make every attempt to return your assignments within 7 days of receipt.

REPORTS ARE TO BE SUBMITTED to the Instructor USING THE E MAIL CAPABILITY of WEBCT as described above.

PARTICIPATION: Participation in this class differs from attendance. As your instructor, I will be checking your participation weekly. **Participation in this course means that you need to contribute to the class discussion and meet with the class during the time we mutually agree for meeting times each week. Plan to be on line for these lecture/discussion activities from one and a half to two hours each week.**

You may use the email capability to email other class mates and you may use the bulletin board capability to post any comments. I will look in on the Bulletin board periodically but will not post anything there. It is for student use.

Late Assignments:

I will not accept any late assignments unless there is clearly an emergency like a death in the family. You will need to email me personally in these cases so arrangements can be made. I define late by time. All assignments are due by 12AM Eastern or Daylight Savings Time on their due date(MidNight). Check your calendar.

I have read and understand the syllabus for MKTG 321 Marketing Principles for Spring Semester 2007

Name [Print] _____

Name (Signature) _____

Student Number _____

Date _____

Please hand in no later than 01/12/2007

How to Non-offensively "Talk" on Online

When we participate in a discussion online, we do not have the luxury of communicating any body language, raising, lowering or mimicking our voices, throwing our arms around, or using hand gestures. So how do we communicate effectively, responsibly and not offend others in our attempts to display emotion and passion regarding our subject matter?

When we communicate online, we have to use our words to create the color of our discussion and convey empathy, encouragement and understanding that we would normally use our bodies to do in a face-to-face (f2f) discussion. There will be times when your peers will be anxious about other's responses, therefore it is always better to be careful in how you frame your replies to your classmates. Additionally, you can expect diversity in your class. There will possibly be people from various cultures and backgrounds participating in the courses you take online. Bearing this in mind, an off-hand joke and/or remark, although meant in good fun, can quickly backfire and turn ugly. Learning to create, design and mold, your messages to others not only is helpful to others, but to you as a communicator because it causes you by default to become more articulate and constructive in your communication with others. A good rule of thumb is to write a response or start a message, put it aside for a couple of hours or overnight, come back re-read it, edit it and then send it. By allowing the message to rest before sending it, you have an opportunity to reflect, move away from the experience, and come back to read it with fresh eyes and hopefully ones that are sensitive to how others might take it.

It is through our tone in our writing that we are able to communicate feeling to our readers. It is how we communicate that we have given thoughtful consideration to our responses and statements. It is also how we invite others to participate in a dialogue with ourselves. It is through our written tone that we learn how to constructively provide feedback to others. Think about it in context to yourself and ask yourself the question "How would I like someone to write this to me?" "How

would I feel if I received this feedback?" In answering these questions to your own written messages, you will hopefully be in a better position to determine the tone of your message and adjust it if necessary. Unless someone really knows you, one's intent is very difficult to communicate in the written word without placing a lot of emphasis on the tonal quality of the message.

Here are some pointers to keep in mind when writing messages online to others.

Tailor your message to your audience. In knowing your audience, you will be in a better position to respond appropriately without offense. You can know your audience by reviewing their bios that they posted at the beginning of class. Use a natural and conversational style of writing when responding in the discussion threads. Try reading aloud your message to yourself or someone near by who will give you honest feedback.

Follow the KIS method - keep it simple - in writing. Do not use industry jargon or language that is specific to a particular group of people without defining what you mean. Try to keep your writing in the active versus passive voice. (I will, I work, versus I would, I have worked).

Always reference your materials if you are using someone else's ideas or writing. Referencing work is just as important in an online discussion as it is in a formal paper.

Follow good netiquette - make use of Emoticons, bolding, italics, underlining, font color and size. If using color for emphasis, don't use colors that are too light, but use color sparingly and something that is contrasting to the rest of the text. Stay away for using all caps for any communication.

Online Course-Netiquette

People often voice concerns in taking an online course about the challenge it is to express oneself safely in an online environment and to be able to communicate well due to the limitation of having to do all communication through the written word. Particularly for the visual and audio learners, the online environment can feel quite restrictive. However, there are numerous ways that we can improve our communication online by taking advantage of using "emoticons", learning the social mores that have been developed in "talking" online and developing our thought through the written word.

Here are several recommendations for those entering into an online communication are:

Stay on topic. While discussion is helpful, it is necessary to communicate your ideas in a thoughtful, sequenced fashion so others can follow your thought and argument.

Use appropriate subject lines. This is helpful for the reader to selectively view the discussions where they want to become involved. Subject matter often changes during the course in a conversation, it is helpful to always have the subject line reflect the content of the posted message. If you have something that you want to discuss that is not related to the course, post the message in the Chat discussion thread, If you have a comment you want to make that is off the discussion subject matter, but is related to the course, start a new discussion thread.

Keep your dialogue professional and respectful. This does not mean necessarily formal communication like you would use for writing an assignment or paper. What it does mean is that you keep your language to being polite and constructive. If you become angry with a response from a peer. It is important not to respond in anger. Allow yourself to cool down and reflect on your response before posting it. Name-calling, blaming, judging behavior ("that's a stupid idea", for example) are unacceptable behavior for constructive learning dialogue. You want to be positive in your approach. Often communicating in an online environment may mean not all responses are grammatically correct, nor are they necessarily free from spelling errors. However, all your responses need to be able to be read and understood by your peers. The goal is to build a collaborative environment and one that invites you to learn with others.

Underline, bold, italicize or change the font color for a point you wish to emphasize.

Here are some sites you may want to check out for more information on online netiquette.

[Netiquette](#) by Virginia Shea

[Netiquette Quiz](#)

[The Net: User Guidelines and Netiquette](#) by Arlene Rinaldi

[Emoticons](#) -This is a printer friendly page with lots of expressions

Follow University standards for student dignity.

Check out the **Ferris State University student life web site** (<http://www.ferris.edu/htmls/studentlife/handbook/> ... click University Policy). It is important to understand that it is never appropriate to copy someone else's work and

call it your own. You need to always cite another's persons work whether or not you quote the work directly or paraphrase a thought. If it is not your own, you cite the work and author.

Academic Dishonesty in an online learning environment can involve:

- Having a tutor or friend complete a portion of your assignments
- Having a reviewer make extensive revision to an assignment
- Copying work submitted by another student to a public class meeting or to the instructor.
- If you exchange information or get help from another student on assignments please acknowledge that at the end of your assignment.
I do not penalize people for exchanging information or discussing points for clarification.
- Using information from an online information services without proper citation.

Student Dignity

(<http://www.ferris.edu/htmls/administration/president/generalcounsel/AffirmativeAction/studentdignity.htm>)

Statement of Policy:

The University expects all students and employees to conduct themselves with dignity and respect for students, employees and others. It is each individual's responsibility to behave in a civil manner and make responsible choices about the manner in which they conduct themselves. Harassment of any kind is not acceptable at Ferris State University. The University does not condone or allow harassment of others whether engaged in by students, employees, supervisors, administrators, or by vendors or others doing business with the University. Harassment is the creation of a hostile or intimidating environment in which verbal or physical conduct, because of its severity or persistence, is likely to significantly interfere with an individual's work or education, or adversely affect a person's living conditions. To assist with the understanding of what harassment is, this policy contains specific definitions of two of the more prevalent types of harassment – racial harassment and sexual harassment.

FLITE – Library information.

FLITE offers an [information literacy tutorial](#). If you are not familiar with Ferris' library, check this out as it will benefit you in this and every other course you take at Ferris.

Email Addresses & Passwords:

All students are given an FSU IMAIL login ID and password along with a network password, CampusPipeline ID and password and a WebCT ID and password. To find out your password:

1. Go to the Ferris Homepage (<http://www.ferris.edu>).
2. Click on Current Students
3. Click on Email, WebCT & Network ID.
4. Enter your student number, click Get ID Information.

Student Assessment for Instruction:

(SAI) is a survey that students fill out at the end of every semester to assess their instructors and their courses. You will be asked by all of your instructors to fill this survey out online by going to their webpage. This page is not available until the very end of each semester.

WHERE TO GO FOR COURSE MATERIALS

When you arrive at the FERRIS WEBSITE, at the bottom of the this page, you will see a listing on the left hand side, Saying WEBCT login. Click on this and the First page of WEBCT will come up

Click on the Login to WEBCT and follow instructions to log in.

The next page will contain a listing of all the courses you are taking on line. Click on the label for Principles of Marketing to Bring up the main Course Page.

PowerPoint Presentations, syllabus, schedule, assignments(Reports) and grade sheets will be found by clicking on Course Content.

The Bulletin Board, The E-mail and the On-line discussion spaces (CHAT)

Are found by clicking on **Communications**

ON line meetings will generally be held in specific Chat rooms

as these rooms record the content of the discussion and students may want to refer back to that when working on assignments.

Note #1 I will copy and email the chats to you each week as I realize that sometimes circumstances may prevent you from attending a session.

Note # 2. Instructions for using the chat rooms will be given the first on line class meeting..

Note #4: I use Capital letters for emphasis and not to show any emotions.