

**Business Administration, general Business and
Associated Minors
2018 Program Review
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Committee Members:

David Marion, Professor., Chair

Gayle Lopez, JD, Management Department Chair

David Brown, Associate Professor, Small Business and Entrepreneurship

Jennifer Dirmeyer, Associate Professor, Assessment

Lisa Eshbach, Professor, Leadership and Supervision

David Kelson, Associate Professor, International Business

Steven Lyman, Professor, Data Analysis

David Steenstra, Professor, Past Chair

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Section 1 Program Name and History

From the Beginning (COB)

A business curriculum was among the first three academic programs offered at Ferris when it was founded in 1884 as Big Rapids Industrial School. The Commercial Course, as it was called, included arithmetic, bookkeeping, penmanship, business correspondence, and commercial law. Although the curriculum changed to reflect the times, the name associated remained the same until the 1950s. In 1988, the program became the Business Administration.

The COB had its humble beginnings in the “business practice room” of the Old Main Building. The original degree would be considered a “catch-all” as any credits were accepted into the program. Today, the college is housed within the Business Building, which opened for classes in 1970. Recent remodeling projects, along with audiovisual upgrades and new computer equipment, provide the building with contemporary classroom space and state-of-the-art learning environments. Gradually minors were added to the degree in the beginning accepting ones from across campus and eventually creating one’s specific to the business major. Over a decade ago both alumni and advisory boards asked for more substance from the minors and several new ones have been developed since.

Section 2 Mission/Vision

Ferris State University's Mission

Ferris State University prepares students for successful careers, responsible citizenship, and lifelong learning. Through its many partnerships and its career-oriented, broad-based education, Ferris serves our rapidly changing global economy and society.

Mission: What We Commit to (COB)

We are committed to academic excellence, ethical conduct, and a learner-centered environment characterized by quality teaching, outcomes assessment, and continuous improvement. Our students can take pride in their developed competencies and the distinctiveness of the College’s programs. We shall be noted for being responsive to changes in workforce needs; building/maintaining good relationships with employers and community; preparing our students to excel in a global environment; and providing high-quality interns and graduates who meet and exceed employer expectations, deal effectively with change, and are committed to lifelong learning.

Mission: BusAd Major

The goals of the Business Administration program enhance sections of both the Ferris State University’s mission statement and the College of Business’s mission statement. Ferris State University: “.....” prepares students for successful careers, responsible citizenship, and lifelong learning”. “Ferris serves our rapidly changing global economy and society.” College of Business: “We shall be noted for being responsive to changes in workforce needs; building/maintaining good relationships with employers and community; preparing our students to excel in a global environment; and providing high-quality interns and graduates who meet and exceed employer expectations, deal effectively with change, and are committed to lifelong learning.”

The Business Administration mission is to address all the above sections: the basic skills needed for the present-day employer, a set of universal skills needed not only to be hired, but to have a career

with the significance of dealing with change, uncertainty and the need for lifelong learning. To adapt to the globalization of business, the workforce, and being responsive to changing workforce needs through monitoring their environment and have a close affiliation with their chosen employers. Through these relationships, grow the strength of Ferris's name.

Mission Alignment

The wording of the mission for the BusAd major reflects the intent of both the university's mission and that of the College of Business and yet, it goes further to focus in on specific skills required from said degree. The concept behind this degree is to give the candidate an overall skill set to manage in today's economy and reflect the mission of Ferris State University.

Incorporation into Decisions

Due to the foundation developed for the BusAd major to follow the mission/vision of the different components, decisions must support it. Task groups between faculty, meetings with employers, research by different faculty, and development of advisory boards all help direct the correct material into the program to further support its mission/vision.

Communicated to Stakeholders

Regardless of the stakeholder involved, methods are in place to keep them informed. Whether it be a student on campus in the program being informed via email or contacted by their advisor, to different presentations around campus to keep other colleges informed of changes to our program that may aid theirs. For those who visit the College of Business they will see the display boards running with current announcements of opportunities and current events occurring within the college including BusAd students. The same advisory board used for supporting the mission will discuss current and future changes which are further communicated to them as time progresses.

Policies and Procedures

Through discussion with involved parties, program feedback and student feedback, faculty can judge the effectiveness of the Business Administration's mission. Program feedback comes in the form of surveys from students and outside stakeholders. It can also appear in the form of feedback on an internship or a class visit to an employer willing to share their thoughts. Armed with this information, different faculty teams are formed such as the core group to review the core of the business administration degree. These teams make attack one concept or several to keep focused on the overall mission.

Furthering the Mission

Having the Business Administration's mission is developed upon the college and university missions, it echoes and focuses on supporting those other branches and uplifting the students involved to be the students Ferris State wants as representatives. Persistent consideration and control through comparison and observation are made to keep it aligned using policies and procedures to obtain the best outcomes. To add onto this, the COB developed a vision statement. While it is not a requirement of this report, it is a worthy addition.

Vision: What We Aspire to Be (COB)

The COB will be distinctive for providing highly regarded career-oriented business education, adding value to our students through innovative teaching and learning processes, ensuring that they are well-prepared to make immediate contributions to their employers and society upon graduation. Our graduates will be sought because their competencies are of high quality and consistent with current and future workplace needs.

Vision: BusAd

The BusAd degree seeks to constantly evolve in methods of delivering the latest knowledge through practice and experiences available through different classes taken. The faculty will evolve to “stay ahead of the curve” in the content and delivery of material.

Section 3 Goals

Values Embraced by the Faculty, Staff, and Students of the College of Business

The goals for the COB have developed over time through many different voices heard through its faculty, students, advisors and more. These same goals are intertwined into the outcomes for the BusAd degree. The changes over time to these goals were not always recorded to one database, but several, through each course. Periodically, the overall goals concerning the BusAd degree have been updated to better reflect changing times. Going forward, a program champion for the BusAd degree will be appointed and better record keeping, and more focus will occur.

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

Section 4 Curriculum

The following is the brief overview from the BusAd degree’s write up in the College of Business:

The Bachelor of Science in Business Administration is one of the signature programs at the College of Business for students seeking a career in business. The program aims to prepare students to succeed in this competitive and fast-paced world in a variety of professional and management roles.

The Business Administration faculty combines corporate, consulting, and academic experience to deliver course content in ways that demonstrate practical application. Internships are encouraged, and students are offered support in ways that benefit both them and their employers. Students are also encouraged to be involved in professional development activities relevant to their chosen fields; several registered student organizations affiliated with national and regional professional associations are on campus.

The major offers several tracks as minors or concentrations for students such as: Human Resource Management, International Business, Operations and Supply Management, and Small Business & Entrepreneurship. This program is accredited by the Accreditation Council for Business Schools and Programs. ACBSP is a leading specialized accreditation association for business education supporting, celebrating, and rewarding teaching excellence.

This specific degree gives students the opportunity to have a flexible degree that can adjust to most business situations. Because of the flexibility of this major, many students who change majors for one reason or another are given new direction to complete their college degree. While at most universities the College of Business is one of the cornerstones, at Ferris State it is the support in terms of the number of students and the contribution to the university. The overall size of this program speaks for itself.

A committee of key faculty who are champions of each class within the business core was constructed in the last two years. Each faculty attends meetings to improve the core classes, the core of the BusAd degree, to improve its content and connectedness to each class.

Research is being conducted and changes in the work to keep this degree up to date and meeting the current needs of employers. This committee is an ongoing one that will not dissolve once changes are made.

Program requirements are communicated to students through the check sheets, syllabi and professors teaching the core classes in this program. Interested students meet with either the advisor for the BusAd program or a qualified faculty member to receive the same informative information.

Stakeholders, all involved, are also communicated the same information to update their knowledge or share in new ideas. A list of key checksheets and syllabi are available in the appendix.

Section 5 Assessment of Student Learning

Assessment has become an ongoing practice in the Management department. Specific champions for assessment answer to the person in charge of entering results to keep all sections up-to-date each year.

- Program level learning outcomes
 1. Graduates can demonstrate and show the interrelatedness of the elements of planning, organizing, leading, and controlling management functions.
 2. Graduates can identify and appropriately evaluate the influence of internal factors such as organizational goals, structure, power, culture, human.
 3. Graduates can identify and appropriately evaluate the influence of external factors and stakeholders affecting the organization's performance and business decisions from a managerial position.
 4. Graduates will have the ability to scan and recognize emergent and pending global threats and opportunities affecting the performance of the organization.
 5. Graduates can create a plan to attract, develop, and maintain human resources to support organizational strategy consistent with legal and ethical standards.
 6. Graduates can participate in team projects that demonstrate competence in achieving common goals.
 7. Graduates can construct and deliver effective presentation skills to inform or persuade business goals, decisions, initiatives and/or results both orally and verbally.
 8. Graduates will have the ability to perform business planning and execute both strategic and tactical applications of technical and/or industry-specific knowledge and skill sets.

- Program’s assessment of the learning outcomes

O 1 (MGMT 301 O1)	O 2 (MGMT 302 O4)	O 3 (MGMT 488 O2)	O4 (MGMT 488 O3)
Fall 2015: 63/27/10 Fall 2014: 83/7/10	Spring 2016: 27/39/34 Fall 2015: 67/19/14 Spring 2015: 57/23/20	Spring 2016: 13/87/0	Spring 2016: 95/5/0

O5 (MGMT 373 FG)	O6 (MGMT 302 O5)	O7 (MGMT 301 O4)	O8 (MGMT 488 O1)
Spring 2017: 55/32/13	Spring 2016: 31/29/40	Spring 2016: 75/15/10	Spring 2016: 92/8/0
Spring 2016: 63/26/11	Fall 2015: 68/11/2	FALL 2015: 48/31/21	
Spring 2015: 54/33/13	Spring 2015: 79/16/5	FALL 2014: 72/22/6	

This program uses these assessments to improve while moving forward under the new program champion, as previously mentioned, the program, as a unit, will continue to strive for the highest quality outcomes.

Program’s processes and methodologies to assess student learning reflects good practice, including the substantial participation of faculty and other institutional staff members – Through the leadership of said program champion and the faculty in the program, updates will be made and recorded and continuously reviewed.

Identify and Evaluate the assessment measures that are used to gauge student success in program outcomes:

- Assessment of Business Administration program outcomes is conducted through mapping to course level outcomes of program courses. Assessment measures include student performance on exams, written assignments, presentations, etc. that map to program outcomes through aligned course outcomes. Professors evaluate student performance as either “high”, “medium”, or “low” and record the percentage of each class that achieves each designation for each outcome. Student performance is reported per outcome, per class, and is then recorded under the appropriate program outcome.

Identify and Evaluate program policies and procedures designed to formalize the process of establishing, monitoring, and updating program level student outcomes.

- Business Administration programs are reviewed on a rotating basis in the Management Department Annual Retreat. Faculty divide into groups and evaluate each outcome for clarity and content and make suggestions for retaining, revising, or retiring the outcome based on their understanding of the demands of the market place and the pedagogical value of the material.
- As a result of information gathered at the retreat in 2016, the Management Department faculty determined that the overall content of the outcomes was appropriate but that an advisory board should be formed in order to ensure the continuing relevance of the program outcomes. Unfortunately, department faculty resources have not been sufficient to allocate faculty time to coordinating this task.
- In the future, the program will supplement this activity with an annual review of assessment results with the program advisory board.

Evaluate Positive Program Improvements over the last three years because of measuring program-level outcomes.

- Due to other program commitments by all program faculty, the Business Administration program has not had a faculty coordinator or group working on curriculum changes in the last three years.

Has analysis of program-level student learning outcomes informed the program's short and long-term strategic plans?

- The program does not have short and long-term strategic plans.

Section 6: Program Profile

As noted in the Curriculum Section of this report, students interested in pursuing a Bachelor's of Science degree in Business Administration have numerous options of completing the degree with a minor or concentrations in such areas as Fleet Management, Human Resource Management, International Business, Risk Management and Insurance, Lean Systems, Leadership and Project Management, Operations and Supply Management, and Small Business & Entrepreneurship, and other fields to name a few (Refer to program check sheet links). In addition, a student may do concentrations in numerous areas outside the Management Department and College of Business to offer more diversity for the student's educational goals.

Admission Requirements for Freshmen entering the Bachelor's in Business Administration Program include (<http://www.ferris.edu/business/admission/>):

Applicants completing the SAT after Fall 2016, must have a 2.5 high school GPA (on a 4.0 scale) and meet two of the three criteria below:

- SAT Evidence-based Reading and Writing (ERW) score of 450 or higher.
- SAT Math score of 500 or higher. Placement in Math 109/110 will be considered (SAT MATH score 480).
- SAT Composite score of 900.

Applicants completing the ACT or applicants completing the SAT before Fall, 2016, must have a 2.5 high school GPA (on a 4.0 scale) and meet two of the three criteria below:

- English ACT score of 16 or higher, or SAT Writing score of 370 or higher
- Math ACT score of 19 or higher, or SAT Math score of 460 or higher
- Reading ACT score of 19 or higher, or SAT Reading score of 430 or higher

ACT/SAT score requirements shall not apply to international students and non-traditional students age 23 or older. However, a placement test (specified by Ferris State University and/or COB) may be necessary for English and Math. Most students complete the Accuplacer at the FSU Testing Center or approved satellite location.

Applicants not meeting the above criteria (or criteria for direct admission into a specific COB program listed in Section 3), MAY be considered for an approved Associates Degree if:

- High School GPA of 2.35 or higher
- Math ACT score of 16/SAT Math 430 and additional high school algebra
- ACT Reading score of 16 and ACT English score of 14 or a comparable SAT ERW score to be determined.
- SAT Composite score of 860 or ACT composite score of 15.

Graduation Requirements:

To graduate from FSU with a Bachelor of Science in Business Administration with a concentration/minor in chosen area, students must have successfully maintained a minimum 2.0 GPA in core classes, in the major, and overall. Additionally, students must complete a minimum of 120 semester credits.

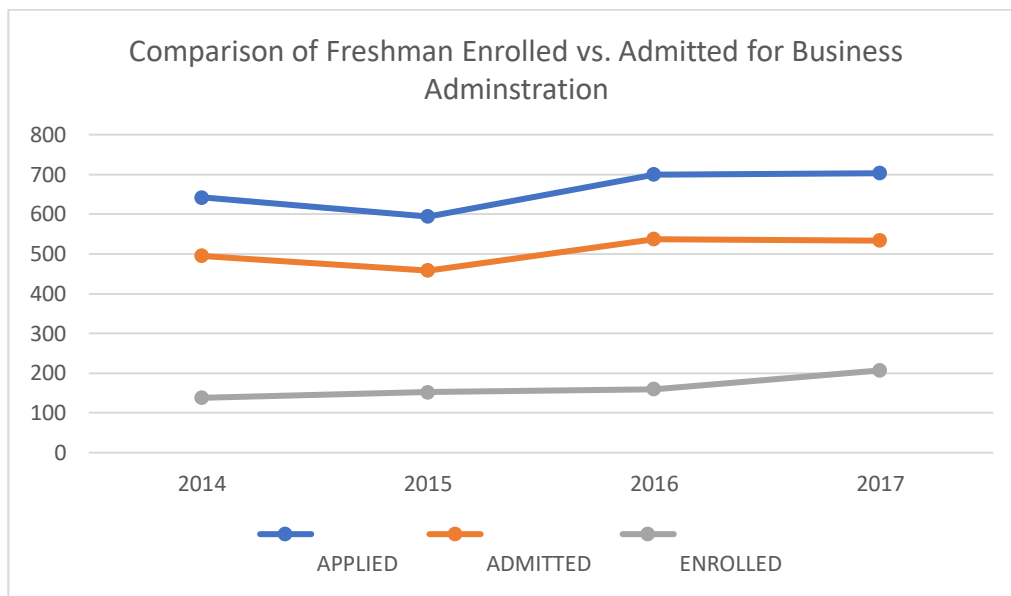
The following “program profile” sections contain student and program related data and information that was compiled directly from the “Official Enrollment and other University Program Related Reports” that was provided by FSU’s Institutional Research and Testing Department for past program analysis and future program considerations. It should be noted that while the admission requirements present SAT scored for admission, SAT scores will not be used due the limited years (only one year) of data for comparison. In the future, APR SAT test scores will replace ACT test scores and be used for analysis at that time.

Section 6.A: Applicants, Admits, and Enrolled Students

The following table provides an annual breakdown of student applicants by Business Administration program type, the number admitted, and enrolled. Note, the data reported by FSU’s Institutional Research comprises BS and BB for Business Administration (BusAd), and Business Administration Professional Tract (BUAD Prof Track). These were combined due to the limited number of students in BB which was often zero values, especially in the last several years. Business Administration Maritime and Aviation Concentration and/or BUAD Aviation and BUAD Maritime offered in Traverse City at NMC. Business Administration Legal Studies (BUAD Legal Studies) is no longer available with the closure of the AAS in Legal Studies.

Comparison of Applied-Admitted-Enrolled for Freshmen

		APPLIED	ADMITTED	ENROLLED	%Enrolled/admitted
2014	Bus Adm	541	415	108	26%
	Buad Prof Track	60	53	23	43%
	Buad Avait Conc.	2	2	0	0%
	Buad Maritime	4	0	0	
	Buad Legal Studies	35	25	7	28%
	Totals	642	495	138	28%
		APPLIED	ADMITTED	ENROLLED	%Enrolled/admitted
2015	Bus Adm	541	422	140	33%
	Buad Prof Track	20	11	7	64%
	Buad Avait Conc.	2	2	1	50%
	Buad Maritime	0	0	0	
	Buad Legal Studies	31	23	4	17%
	Totals	594	458	152	33%
		APPLIED	ADMITTED	ENROLLED	%Enrolled/admitted
2016	Bus Adm	636	486	142	29%
	Buad Prof Track	31	28	9	32%
	Buad Avait Conc.	2	2	0	0%
	Buad Maritime	0	0	0	
	Buad Legal Studies	31	21	9	43%
	Totals	700	537	160	30%
		APPLIED	ADMITTED	ENROLLED	%Enrolled/admitted
2017	Bus Adm	618	465	165	35%
	Buad Prof Track	57	51	35	69%
	Buad Avait Conc.	5	5	3	60%
	Buad Maritime	0	0	0	
	Buad Legal Studies	23	13	4	31%
	Totals	703	534	207	39%

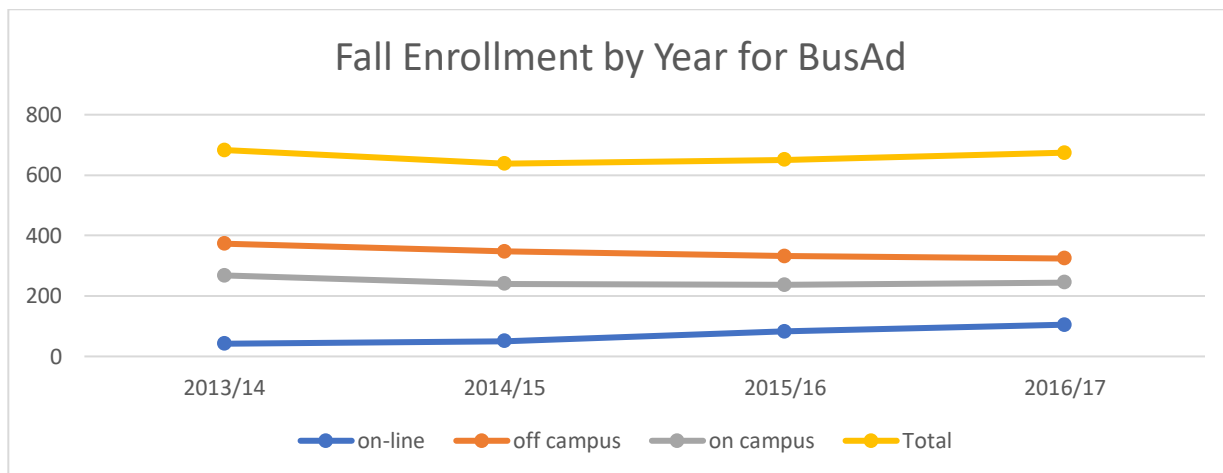


From the table and graph above the number of students who Applied went from just over 600 up to 700 between 2014 to 2017. The graph Comparison of Freshman Enrolled vs Admitted is a compiled total from the previous Table. The graphed data on Admitted mirrors this trend going from 495 in 2014 to around 534 in 2017. Enrolled has remained study from 2014-2016 but increased in 2017 to over 200 indicating a positive trend.

Section 6.B: Enrollment and Headcounts

Review of Fall semester annual enrollment data contained within FSU’s Institutional Research and Testing report entitled, “Administrative Program Review Enrollment (Headcounts)” plus Fact Book Excel File “Enrollment By College by Program” (2016-2017) helps capture program data and further delineate student distribution by location. This is defined as on campus (ON), off campus (OFF), and on-line (OL) in the table below.

FALL ENROLLMENT BY PROGRAM												
BUSINESS	2013/ 14			2014/ 15			2015/ 16			2016/ 17		
	ON	OFF	OL	ON	OFF	OL	ON	OFF	OL	ON	OFF	OL
MANAGEMENT												
Business Administration BS	219	262	28	198	230	32	199	208	53	203	233	82
Business Admin w/ Professional Tracks BS	25	106	14	19	113	19	13	120	29	13	84	23
Business Administration/Aviation BS		5			4			4			4	
Business Administration Maritime Option BS											3	
Business Administration w/ Legal Studies BS	24			23			25			29		
Totals	268	373	42	240	347	51	237	332	82	245	324	105
Yearly Total		683			638			651			674	



Based on the Enrollment/Headcount figures supplied by FSU’s Institutional Research Dept. enrollment totals has stayed fairly constant over the last four years. From the graph above, the years 2013/14 was the high with enrollment of 683, and low was 638 in 2014/15. Since 2014/15 enrollment has been on the rise to the current level of 674 students in 2016/17. With respect to on-campus, off-campus and on-line, on-line has had a slight increase from 42 in 2013/14 to 105 in 2016/17 while off-campus has decreased during that time. Given the totals it seems that students may be moving from off-campus status to on-line status. Off-campus BusAd students remain the largest share, but on-line growth may require some rethinking of course delivery methods and resource requirements should

this trend continue. The annual “Fall Enrollment” report does suggest a relatively stable number of students pursuing the BusAd even with the declines of BUAD-Maritime and BUAD-Aviation.

Based on the figures in the table Fall Enrollment by Program there is an aggregate total of 674 students enrolled in the Business Administration programs in 2016/17. Of the 674 students, BusAd enrollment was 518 or 76.9% with BUAD Prof. Track at 120 or 17.8%. This has remained constant for the measured time periods 2013/14 to 2016/17.

Section 6.C: Student Credit Hour Trend

The table below, Four Year Comparison of SCH and FTEF, contains the student credit hours (SCH) and full-time equated faculty (FTEF) trends for 2013-2017-time period for University, College of Business (COB), Management Department (MGMT Dept.), and Management Courses (MGMT Courses). Overall, Ferris State University experienced a 3.5% decline in Student Credit Hours over the time period 2013/14 - 2016/17. For the same corresponding time period, the College of Business (COB) observed a 2.8% decline in Student Credit Hours. However, as we continue to drill down within the COB, the Management Department witnessed a .52% increase in SCR. Within the MGMT course prefixes, the negative trend continued with a .74% decline in Student Credit Hours.

Review of FSU’s University Full-Time Equated Faculty (FTEF) trends for the 2013/14 -2016/17-time period reveals there was a decline of 1.69%. This also occurred within the College of Business (COB) with a decline of 1.43% and in the Management Department with a 1.53% decline. Management courses showed a very modest increase of .23%.

Four Year Comparison of SCH and FTEF

Student Credit Hours						Full Time Equated Faculty				
University	Year	Summer	Fall	Spring	F + SP	Year	Summer	Fall	Spring	F + SP
	2013-14	34135.5	167182	157302	324485.5	2013-14	241.65	701.92	681.49	691.71
	2014-15	33743.5	166453	157633.5	325086.5	2014-15	234.76	705.24	703.03	704.13
	2015-16	36049	166686	154735.5	321421.5	2015-16	246.68	722.5	685.99	704.25
	2016-17	34430	160053	149191	309244	2016-17	245.44	697.7	671.47	684.58
				Latest-Avg	-10815.4				Latest-Avg	-11.588
				% Change	-3.50%				% Change	-1.69%

Student Credit Hours						Full Time Equated Faculty				
COB	Year	Summer	Fall	Spring	F + SP	Year	Summer	Fall	Spring	F + SP
	2013-14	5742	25563	26375	51938.5	2013-14	33.76	87.73	92.07	89.9
	2014-15	5759	26101	26106	52207	2014-15	30.33	91.42	93.93	92.66
	2015-16	6739	26579	26322	52901	2015-16	31.66	95.36	97.98	96.67
	2016-17	6420	25579	24883	50462	2016-17	32.49	91.96	90.69	91.33
				Latest-Avg	-1415.13				Latest-Avg	-1.31
				% Change	-2.80%				% Change	-1.43%

Student Credit Hours						Full Time Equated Faculty				
MGMT Dept.	Year	Summer	Fall	Spring	F + SP	Year	Summer	Fall	Spring	F + SP
	2013-14	2403	9573	9889	19462	2013-14	13.99	29.26	31.76	30.51

	2014-15	2418	9214	9791	19005	2014-15	13.15	29.5	32.89	31.22
	2015-16	2613	9340	9869	19209	2015-16	12.75	30.53	31.33	30.93
	2016-17	2717	9687	9672	19359	2016-17	13	30.64	29.89	30.27
				Latest-Avg	100.25				Latest-Avg	-0.4625
				% Change	0.52%				% Change	-1.53%

Student Credit Hours						Full Time Equated Faculty				
MGMT Courses	Year	Summer	Fall	Spring	F + SP	Year	Summer	Fall	Spring	F + SP
	2013-14	1164	4260	4600	8860	2013-14	5.94	12.51	14.71	13.61
	2014-15	1074	4289	4458	8747	2014-15	5.5	13.5	15.18	14.34
	2015-16	1196	4079	4462	8541	2015-16	5.75	13.8	14.29	14.04
	2016-17	1358	4398	4233	8631	2016-17	6.25	14.83	13.25	14.04
				Latest-Avg	-63.75				Latest-Avg	0.0325
				% Change	-0.74%				% Change	0.23%

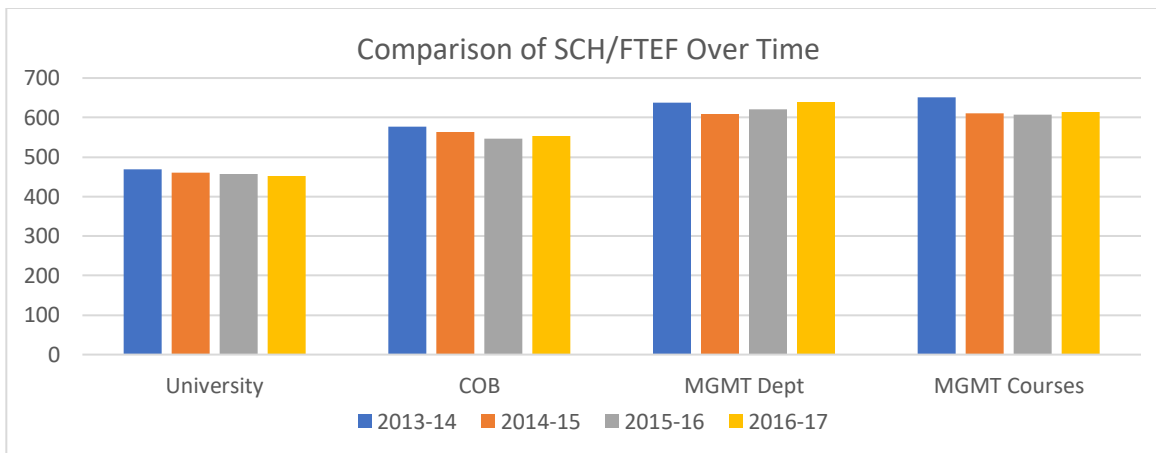
Section 6.D: Productivity

The table below, Four Year Productivity Comparison: Student Credit Hours/Full Time Equated Faculty, contains FSU productivity trends for the 2013/14 – 2016/17-time period for the University, COB, Management Department, and MGMT course prefixes. Please note, the “2013-2017 New Productivity Report” compiled by the Institutional Research Department does not drill down productivity data for specific programs (i.e., Business Administration Program).

Overall, Ferris State University experienced an approximate 1.69% decline in productivity “University” wide over the period 2013/14 – 2016/17. For the same corresponding time period, the College of Business (COB) observed a 1.39% decline in SCF/FTEF or productivity. The Management Department witnessed an increase of 1.99% in productivity. It should be noted that the Management Department included Law and Economics which may have contributed to this increase due in part to larger class sized, usually between 35 to 40 students per section. This compares to the university average of 16 and Management Courses of 22. When you look at the Management Courses you see the same negative trend with a decline of 1.03%. This is still better than the University or COB and may indicate that class productivity is on the declining but at a slower rate. From the graph below, Comparison of SCH/FTEF over Time, SCH/FTEF or productivity for both Management Department and Management Courses were highest in 2013/14, then declined in 2014/15, and have been rising since then. Compare this productivity to the University and COB, which have been declining every period from 2013/14 to 2016/17, and the BusAd has shown continual improvement and is a positively contributor to the university.

Four Year Productivity Comparison: Student Credit Hours/Full Time Equated Faculty

		SCH/FTEF			
University	Year	Summer	Fall	Spring	F + SP
	2013-14	141.26	238.18	230.82	469.11
	2014-15	143.74	236.02	224.22	460.26
	2015-16	146.13	230.71	225.57	456.41
	2016-17	140.28	229.4	222.19	451.73
				Latest-Avg	-7.6475
				% Change	-1.69%
		SCH/FTEF			
COB	Year	Summer	Fall	Spring	F + SP
	2013-14	170.06	291.4	286.47	577.75
	2014-15	189.88	285.49	277.94	563.33
	2015-16	212.86	278.49	268.64	547.23
	2016-17	197.6	278.15	274.37	552.55
				Latest-Avg	-7.665
				% Change	-1.39%
		SCH/FTEF			
MGMT Dept	Year	Summer	Fall	Spring	F + SP
	2013-14	171.83	327.23	311.42	637.99
	2014-15	183.88	311.79	297.64	608.66
	2015-16	204.94	305.92	315	621.04
	2016-17	209	316.11	323.55	639.56
				Latest-Avg	12.7475
				% Change	1.99%
		SCH/FTEF			
MGMT Course	Year	Summer	Fall	Spring	F + SP
	2013-14	195.81	340.63	312.66	651.02
	2014-15	195.27	317.7	293.77	610.08
	2015-16	208	295.54	312.33	608.16
	2016-17	217.28	296.49	319.47	614.67
				Latest-Avg	-6.3125
				% Change	-1.03%



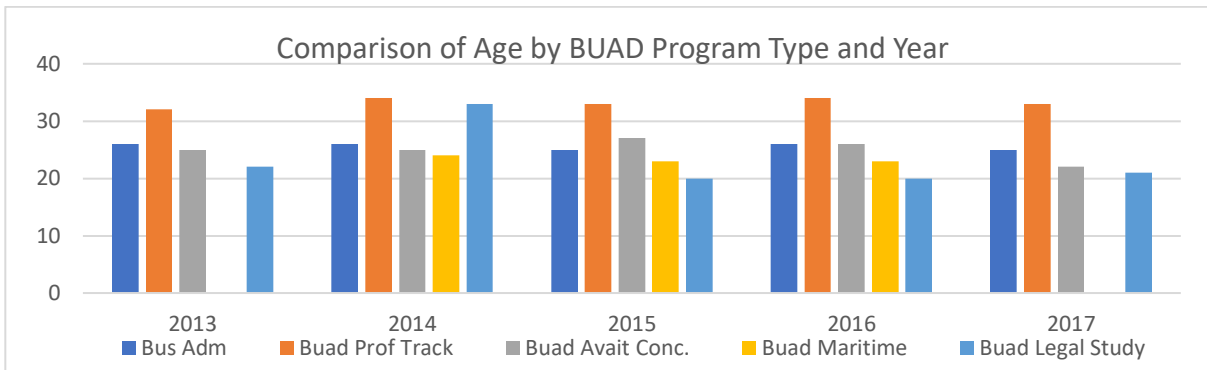
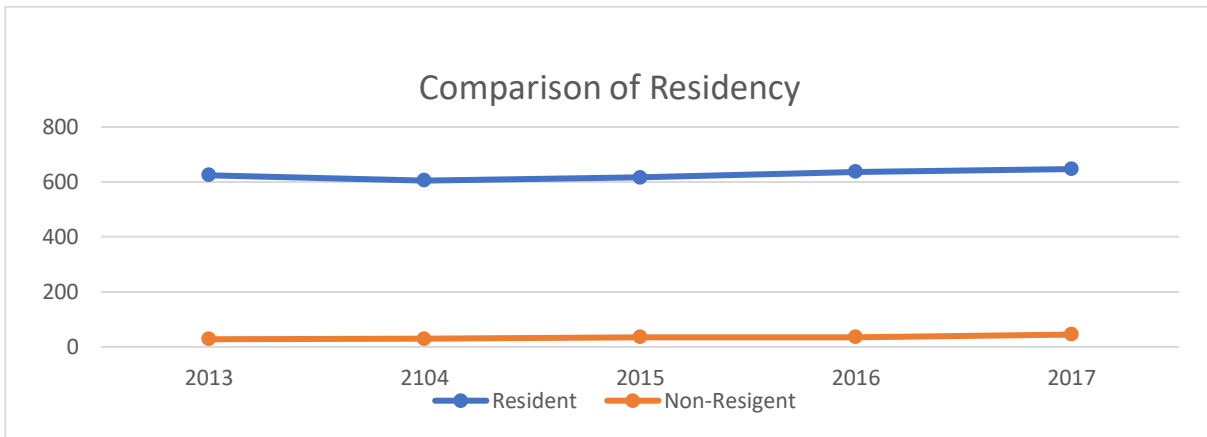
Section 6.E: Residency

The data contained in the table below, Comparison of Residency, Age, GPA, and ACT, shows the Business Administration (including Professional Track, Aviation Concentration, Maritime, and Legal Studies) student five-year trends for the Fall Semester from years 2013 – 2017 related to resident status, student average age, average GPA, and average ACT score. Please note: the BUAD Aviation Concentration, and BUAD Maritime programs vary in the data available. Both the Aviation and Maritime BUAD Programs are jointly through FSU and Northwestern Michigan College in Traverse City> The BUAD Maritime Program has been phased out of FSU.

The data from the table below and the graph, Comparison of Residency, there has been no real change from 2013-2017. Residence makes up the clear majority, or 93.5 percent of the Business Administration students and Non-residence comprising 6.5%. As for Age of student, the graph of the Comparison of Age by Program and Year shows that the BUAD Professional Track has the oldest students with an average of around 30 years while all other programs run about 20 to 25 years of age. The higher age for BUAD Professional Track compared to the other program may be explained when looking at Enrollment section 6.B with 70% to 75% residing Off-campus. Often BUAD Professional Track students are working professional completing their degrees. Lastly, the table below shows that both Average GPA (2.87) and ACT (20.8) scores in 2013 have increased in 2017 to 3.13 and 21.18, respectively.

Comparison of Residency, Age, GPA, and ACT

		Resident	Non-Resident	Avg. Age	Avg. GPA	Avg ACT
201308	Bus Adm	453	26	26	2.99	20.43
	Buad Prof Track	145	0	32	2.99	20.75
	Buad Avait Conc.	5	0	25	2.34	0
	Buad Maritime	0	0	0	0	0
	Buad Legal Study	22	2	22	2.87	21.24
	Total/Avg.	625	28	26.25	2.7975	20.80667
201408	Bus Adm	416	26	26	3.03	21.03
	Buad Prof Track	147	1	34	3.08	20.58
	Buad Avait Conc.	4	0	25	3.08	0
	Buad Maritime	18	0	24	3.28	23
	Buad Legal Study	20	2	33	3	22.29
	Total/Avg.	605	29	28.4	3.094	21.725
201508	Bus Adm	424	29	25	3.07	21.02
	Buad Prof Track	162	0	33	3.25	20.58
	Buad Avait Conc.	4	0	27	2.9	0
	Buad Maritime	7	0	23	3.18	24.4
	Buad Legal Study	19	6	20	2.95	22.4
	Total/Avg.	616	35	25.6	3.07	22.1
201608	Bus Adm	484	33	26	3.1	20.93
	Buad Prof Track	117	3	34	3.15	20.73
	Buad Avait Conc.	4	0	26	3.39	0
	Buad Maritime	3	0	23	3.31	0
	Buad Legal Study	29	0	20	3.05	21.63
	Total/Avg.	637	36	25.8	3.2	21.09667
201708	Bus Adm	504	42	25	3.12	20.92
	Buad Prof Track	115	3	33	3.12	20.88
	Buad Avait Conc.	5	0	22	3	20.67
	Buad Maritime	0	0	0	0	0
	Buad Legal Study	23	0	21	3.26	22.25
	Total/Avg.	647	45	25.25	3.125	21.18



Section 6.F: Enrollment – Gender and Ethnicity

The table below, Table for Gender, Ethnicity, and Full/Part Time Status, contains student demographic information related to gender, ethnicity, and full or part time status trends for the 2013 - 2017 time period. As noted in the table below, there was a total of 693 students enrolled in the Business Administration programs over the last 5 years. Given the current climate of declining enrollments, this show program robustness. Also, from the table above and graph below, Comparison Of Male to Female Enrollment in Business Administration, the number of male to female students has remained fairly steady with around 50% each. In 2016 and 2017, the data shows female population growth and currently males make up at 48.3% and females at 51.6%.

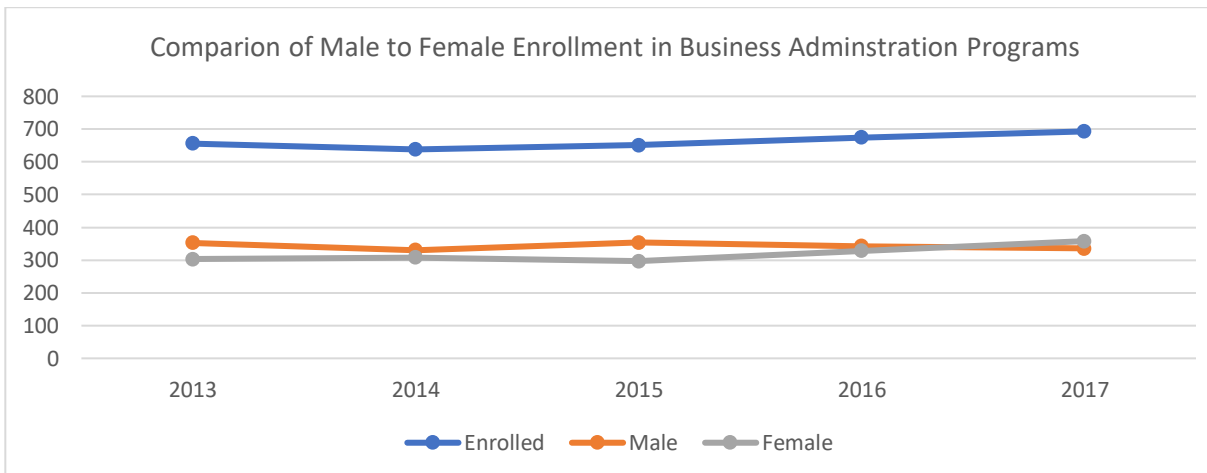
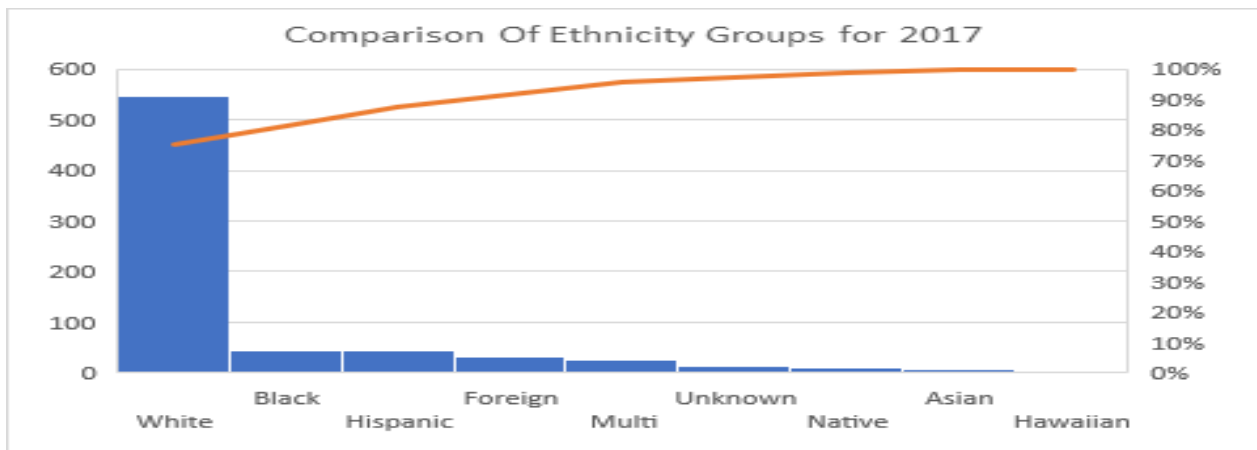


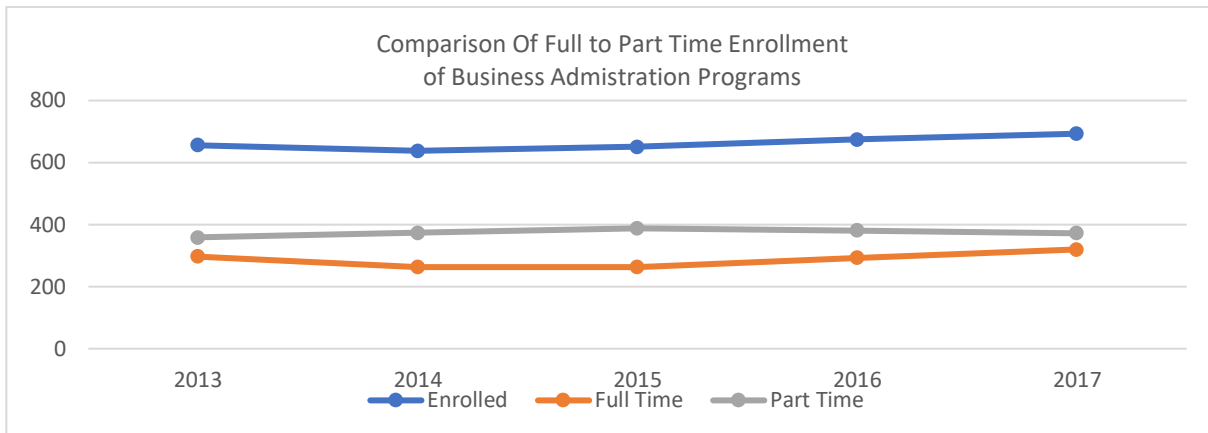
Table for Gender, Ethnicity, and Full/Part Time Status

Year		Enrolled	Gendar			Ethnicity								Ft/Pt Time Stat	
			Male	Female	Unknown	Black	Hispanic	Native	Asian	White	Hawaiian	Multi	Foreign	Full	Part
2013	Bus Adm	479	272	207	11	36	19	9	3	371	0	9	21	235	244
	Buad Prof Track	145	64	81	2	16	5	2	1	115	0	4	0	39	106
	Buad Avait Conc.	5	5	0	0	0	0	0	0	4	0	1	0	0	5
	Buad Maritime	3	3	0	1	0	0	0	0	2	0	0	0	0	3
	Buad Legal Studie	24	9	15	1	3	2	0	1	16	0	0	1	23	1
	Totals	656	353	303	15	55	26	11	5	508	0	14	22	297	359
2014	Bus Adm	442	246	196	9	33	22	10	4	335	0	7	22	214	228
	Buad Prof Track	151	57	94	1	13	8	4	3	118	0	3	1	26	125
	Buad Avait Conc.	4	4	0	0	0	0	0	0	4	0	0	0	1	3
	Buad Maritime	18	15	3	3	0	0	0	0	15	0	0	0	0	17
	Buad Legal Studie	23	8	15	0	2	2	0	1	17	0	0	1	22	1
	Totals	638	330	308	13	48	32	14	8	489	0	10	24	263	374
2015	Bus Adm	453	268	185	7	36	27	6	4	346	2	10	15	222	231
	Buad Prof Track	162	61	101	2	15	12	5	3	121	0	4	0	19	143
	Buad Avait Conc.	4	4	0	1	0	0	0	0	3	0	0	0	0	4
	Buad Maritime	7	7	0	1	0	0	0	0	6	0	0	0	0	7
	Buad Legal Studie	25	14	11	1	2	0	0	0	21	0	0	1	22	3
	Totals	651	354	297	12	53	39	11	7	497	2	14	16	263	388
2016	Bus Adm	518	265	253	7	38	35	8	6	384	0	20	21	245	273
	Buad Prof Track	120	56	64	4	9	6	5	0	91	0	5	0	18	102
	Buad Avait Conc.	4	4	0	1	0	0	0	0	3	0	0	0	2	2
	Buad Maritime	3	3	0	0	0	0	0	0	3	0	0	0	0	3
	Buad Legal Studie	29	15	11	1	3	0	0	1	22	0	2	0	28	1
	Totals	674	343	328	13	50	41	13	7	503	0	27	21	293	381
2017	Bus Adm	546	264	282	5	37	35	3	5	415	0	19	27	275	271
	Buad Prof Track	118	52	66	4	5	9	7	1	90	0	2	0	21	97
	Buad Avait Conc.	6	6	0	1	0	0	0	0	3	1	1	2	2	4
	Buad Maritime	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Buad Legal Studie	23	13	10	1	1	0	0	1	18	0	2	0	22	1
	Totals	693	335	358	11	43	44	10	7	526	1	24	29	320	373

Looking at Ethnicity, a graph below, Comparison Of Ethnicity Groups for 2017, is used to illustrate the breakdown of each groups percentage and cumulative total. For 2017, White students make up 75.9%, while Black and Hispanic students are both at 6.3%, with other groups making up negligible percentages.



Lastly, Full versus Part time status comparison can be found in the graph below. It can be seen that Part time exceeded Full time for all 5 years of the comparison but in 2017, Part Time students make up 53.8% and Full Time are 46.2%. The trend that Full Time status is increasing slowly over the last 3 years and future APR analysis will verify this statement.



From an enrollment perspective, faculty must continue to promote and recruit a more demographically diverse student population into the Business Administration programs. Faculty must also be cognizant that approximately a half of their student population is taking classes on a part-time basis. Faculty should be sensitive to the fact that these part-time students may have additional work and family obligations that may periodically interfere with their academic responsibilities. Course delivery methods may play an increasingly more important role. The data from Enrollment (6.B) which shows that On-line enrollment increasing may also support this proposition. Given the small changes, no statistical validation can be proven.

Section 6.G: Retention Rates

The table below, Retention and Graduation Rates for 4 Year Degrees, contains student program retention and graduation data for the 2013-2017-time period based on University, COB, and Management Department. Institute Research and Testing File, Retention and Graduation Rates for Fall 2007 to Fall 2016, did not provide Business Administration specific data. Only four year programs were used for the analysis to be consistent with the overall APR review.

Retention and Graduation Rates for 4 Year Degrees					
University	Year 2013	Y2	Y3	Y4	Y5
n=704	% Graduated By	0	1	7	33
	% Still Enrolled	72	63	55	26
	% Persisters	72	64	63	59
	% Non-Persisters	28	36	37	41
College	Year 2013	Y2	Y3	Y4	Y5
n=127	% Graduated By	5	16	39	57
	% Still Enrolled	72	49	22	4
	% Persisters	76	65	61	61
	% Non-Persisters	24	35	39	39
Management	Year 2013	Y2	Y3	Y4	Y5
n=32	% Graduated By	0	0	3	22
	% Still Enrolled	63	59	56	34
	% Persisters	63	59	59	56
	% Non-Persisters	37	41	41	44

Based on the “retention” data supplied by FSUs Institutional Research Department, University wide, 33% of the 704 students admitted graduated at the end their 4th year of college (or by their 5th year). Approximately, 26% percent were still enrolled in their 5th year for a combined total of a 59% “persistence” rate. Note, 41% of students were classified as “non-persisters” by their 5th year.

Retention data within the College of Business (COB) fared better than that of the overall University. For example, 57% of the 127 COB students graduated by the end of their end of their 4th year of college, 4% were still enrolled in their 5th year, for a combined “persistence” rate of 61%. The remaining 39% of COB students were classified as “non-persisters” by the their 5th year.

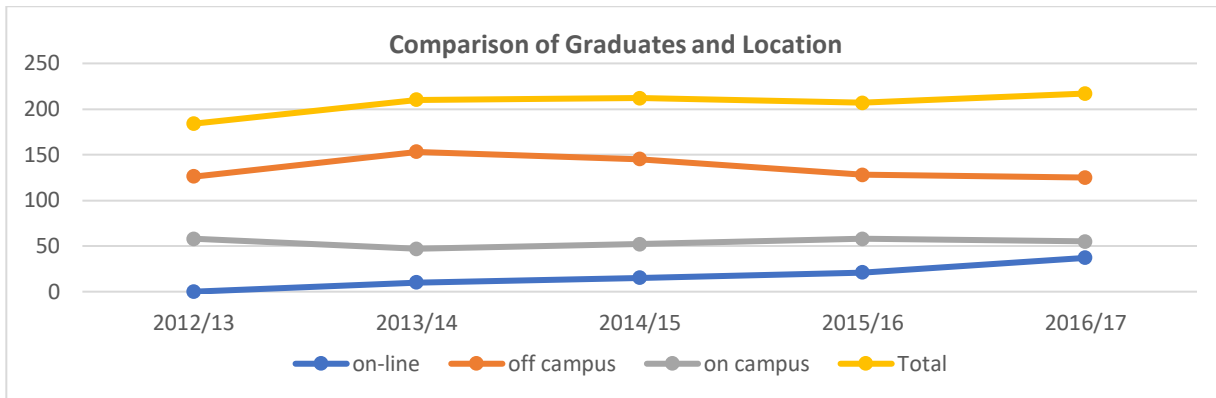
Retention rates for the Management Department within the COB were as followed: of the 77 MGMT students included in the report, 4% of student the graduated by the end of their 4th year of college, 44% were still enrolled in their 4th year, for a combined “persistence” rate of 48%, and 52% of the Management Department students were classified as “non-persisters” in their 4th year.

Section 6.H: Graduation Rates

The table below contains student program graduate “headcount” data for the Business Administration program for the 2012/13 – 2016/17-time period defined into On-campus (ON), Off-campus (OFF), and On-line (OL).

Graduate Headcount by Bus Admin Program															
BUSINESS	2012/2013			2013/ 2014			2014/ 2015			2015/ 2016			2016/ 2017		
	ON	OFF	OL	ON	OFF	OL	ON	OFF	OL	ON	OFF	OL	ON	OFF	OL
Business Administration	47	69	0	40	81	6	38	86	11	40	69	11	41	72	23
Business Admin w/ Prof Track	11	31	0	7	37	4	14	34	4	9	48	10	7	46	14
Business Admin w//Aviation		3			1			2			4			2	
Business Admin Maritime		23			34			23			7			5	
Business Admin w/ Legal Stud										9			7		
Totals	58	126	0	47	153	10	52	145	15	58	128	21	55	125	37

From the table above and graph Comparing Graduates and Location, total graduates have steadily increased over the 5 academic years from 184 to 217, or about 18% increase. On-campus has remained constant while Off-campus has declined the last several years from its high in 2013/14 of 153. As for On-line, this has gone from 0 to 37 in the 5 years and indicate a switch from off-campus to on-line. This is the same trend observed in Enrollment section 6.B.



Section 6.I: Average GPA of Graduates

The table below contains Average GPA information on Business Administration program graduates for the 2012/13 – 2016/17-time period. Note, Institutional Research does not identify the number (n=?) used to extrapolate the “average GPA” for each program. From the table and graph below, where data is available, there does not seem to be any trend on Graduate GPA’s. This also holds true within the various Business Administration Programs.

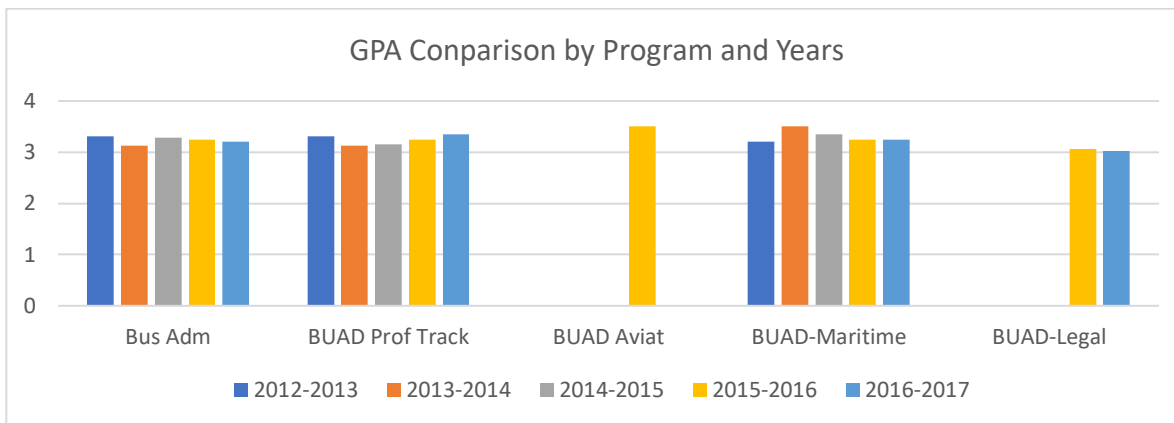
Business Administration (BS + BB)			
Year	AVG GPA	Min GPA	Max GPA
2012-2013	3.31	1.93	4
2013-2014	3.13	1.44	4
2014-2015	3.28	2.12	4
2015-2016	3.25	2.04	4
2016-2017	3.21	2.03	3.95

BUAD w/Maritime			
Year	AVG GPA	Min GPA	Max GPA
2012-2013	3.21	2.08	3.92
2013-2014	3.5	2.76	3.89
2014-2015	3.35	2.63	3.85
2015-2016	3.24	2.58	3.78
2016-2017	3.25	2.53	3.82

BUAD w/Professional Track			
Year	AVG GPA	Min GPA	Max GPA
2012-2013	3.31	2.41	3.96
2013-2014	3.13	2.12	3.91
2014-2015	3.16	2.19	4
2015-2016	3.24	1.95	3.96
2016-2017	3.35	2.27	4

BUAD w/Legal Studies			
Year	AVG GPA	Min GPA	Max GPA
2012-2013	0	0	0
2013-2014	0	0	0
2014-2015	0	0	0
2015-2016	3.06	2.5	3.91
2016-2017	3.02	2.51	3.94

BUAD w/Aviation			
Year	AVG GPA	Min GPA	Max GPA
2012-2013	0	0	0
2013-2014	0	0	0
2014-2015	0	0	0
2015-2016	3.51	3.1	3.7
2016-2017	0	0	0



As noted in the table below, GPA Average by Business Administration Program, the overall average GPA for the Bachelors of Science in Business Administration between the years 2012/13 – 2016/17 was 3.27 overall (average of the averages) and the specific average GPA's can be found in the table below, GPA Average by Business Administration Program.

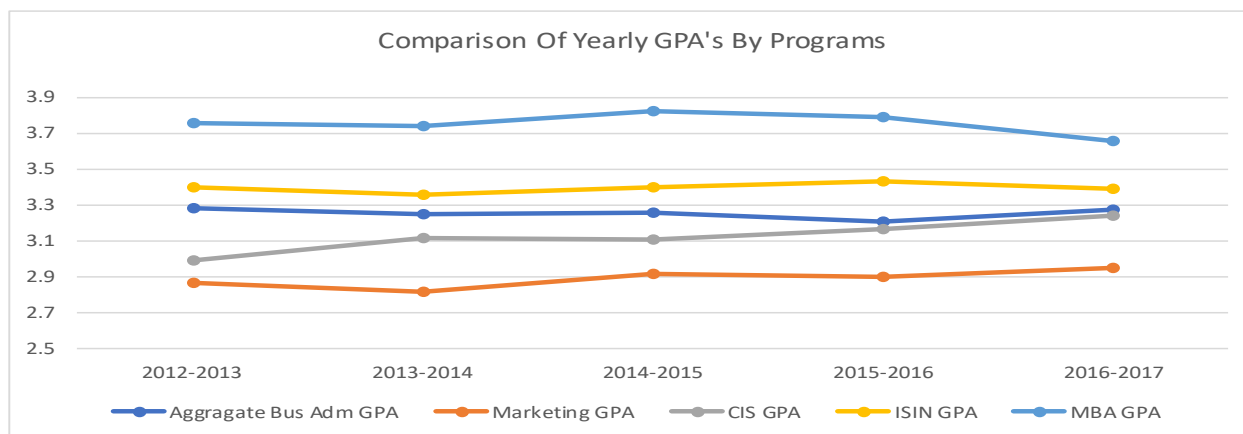
GPA Average by Business Administration Program					
Academic Year	Bus Adm	BUAD Prof Track	BUAD Aviation	BUAD-Maritime	BUAD-Legal
2012-2013	3.31	3.31	0	3.21	0
2013-2014	3.13	3.13	0	3.5	0
2014-2015	3.28	3.16	0	3.35	0
2015-2016	3.25	3.24	3.51	3.24	3.06
2016-2017	3.21	3.35	0	3.25	3.02
Program Avg	3.236	3.238	3.51	3.31	3.04

Lastly, a comparison of GPA's across several COB programs is provided in the table, Comparison of GPA's for Various COB Programs, and graph below, Comparison of Yearly GPA's by Program. The programs were randomly selected from each COB department to compare our Business Administration graduating average GPA.

Comparison of GPA's For Various COB Programs

Academic Year	Aggregate Bus Adm GPA	Marketing GPA	CIS GPA	ISIN GPA	MBA GPA
2012-2013	3.28	2.87	2.99	3.4	3.76
2013-2014	3.25	2.82	3.12	3.36	3.74
2014-2015	3.26	2.92	3.11	3.4	3.82
2015-2016	3.21	2.9	3.17	3.43	3.79
2016-2017	3.27	2.95	3.24	3.39	3.66
Average	3.25	2.89	3.13	3.4	3.75

As noted in the table above, the overall “Aggregate Average GPA” for students graduating from all Business Administration Programs between 2012/13 – 2016/17 was 3.25. BusAd graduating student program “average GPA” was slightly better than students graduating with a Bachelor’s in Marketing (GPA = 2.89), Computer Information Tech Systems (CIS = 3.13). Informational Security and Intelligence. (ISIN = 3.4), and Master of Business Administration (MBA = 3.75) both had higher GPA’s. Business Administration has been consistent for the last 5 years and is in the “middle of the road” with respect to GPA. No specific trend can be ascertained from the data and the program is “well within the expected norm” at Ferris.



Section 6.J: Average ACT Scores of Graduates

The table below, Graduate ACT Score by Business Administration Program and Year, contains the “Average ACT” scores of Business Administration programs graduates for the 2012/13 – 2016/17-time period and includes number of graduating students. The data shows that BusAd and BUAD Professional Track have similar GPA’s at 20.6 and 20.8 respectively. BUAD Aviation data on ACT was not available but BUAD Maritime and BUAD Legal Studies had higher ACT with score of 23 and 21.33 respectively. When looking at the Minimum and Maximum ACT shows that BusAd had the largest range from 13.8 to 31.4, compared with BUAD Prof. Track of 14.4 to 27.4. This also held for BUAD Maritime with 19 to 26.5 range and BUAD Legal Studies with 15 to 28.33 range. The number of graduates in each program is also highly varied which contributes to the greater variances in minimum and maximum ACT scores. As the data has shown, BusAd and BUAD Professional Track comprise a majority of students in the Business Administration Programs.

Graduate ACT Score by Business Administration Program and Year

Bus Adm (BB + BS)				
Year	Avg ACT	Min ACT	Max ACT	Total Grads
2012-2013	21	14	27	116
2013-2014	20	15	31	127
2014-2015	20	14	31	136
2015-2016	21	12	34	118
2016-2017	21	14	34	137
Averages	20.60	13.80	31.40	

BUAD w/Maritime				
Year	Avg ACT	Min ACT	Max ACT	Total Grads
2012-2013	22	17	27	23
2013-2014	22	17	25	33
2014-2015	23	21	25	23
2015-2016	25	21	29	7
2016-2017	0	0	0	4
Averages	23.00	19.00	26.50	

BUAD w/Professional Track				
Year	Avg ACT	Min ACT	Max ACT	Total Grads
2012-2013	22	17	24	42
2013-2014	19	13	27	47
2014-2015	22	16	28	52
2015-2016	20	14	31	67
2016-2017	21	12	27	67
Averages	20.80	14.40	27.40	

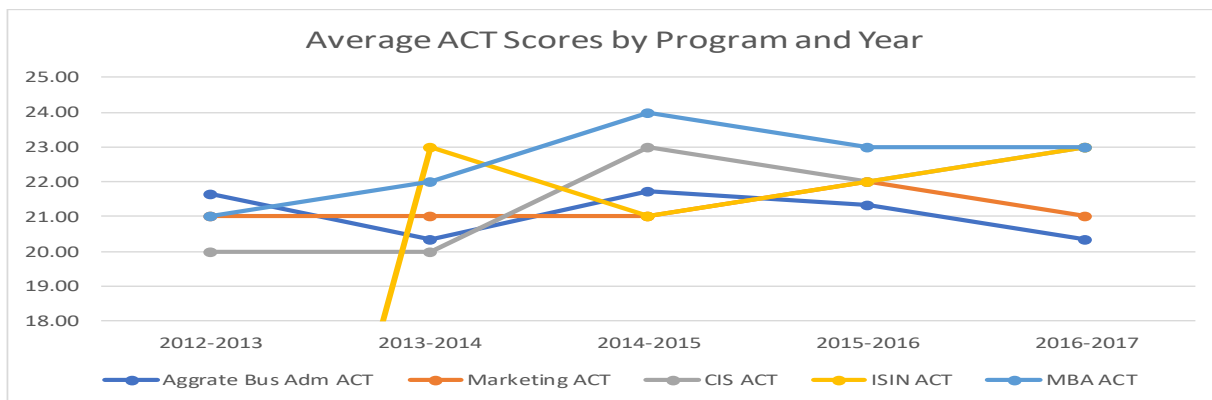
BUAD w/Legal Studies				
Year	Avg ACT	Min ACT	Max ACT	Total Grads
2012-2013	0	0	0	0
2013-2014	0	0	0	0
2014-2015	22	15	31	0
2015-2016	23	15	31	9
2016-2017	19	15	23	7
Averages	21.33	15.00	28.33	

BUAD w/Aviation				
Year	Avg ACT	Min ACT	Max ACT	Total Grads
2012-2013	0	0	0	3
2013-2014	0	0	0	1
2014-2015	0	0	0	2
2015-2016	0	0	0	4
2016-2017	0	0	0	2
Averages	0	0	0	

When comparing the graduate ACT scores of Business Administration to various other COB programs can be seen in the table, Comparison of ACT for Various Programs, and graph below. It should be noted that the averages used in BusAd aggregate is not a weighted average (based on number of graduates). Looking at the data from the table for ACT average scores for Business Administration is slightly lower than all the other programs at 21.08 over 5 years in comparison with other programs. When looking at the graph below the view over 5 years shows variance between all programs with the MBA leading the average ACT for most years.

Comparison of ACT for Various Business Programs

Year	Aggregate Bus Adm ACT	Marketing ACT	CIS ACT	ISIN ACT	MBA ACT
2012-2013	21.67	21	20	0	21
2013-2014	20.33	21	20	23	22
2014-2015	21.75	21	23	21	24
2015-2016	21.33	22	22	22	23
2016-2017	20.33	21	23	23	23
Average	21.08	21.2	21.6	22.25	22.6

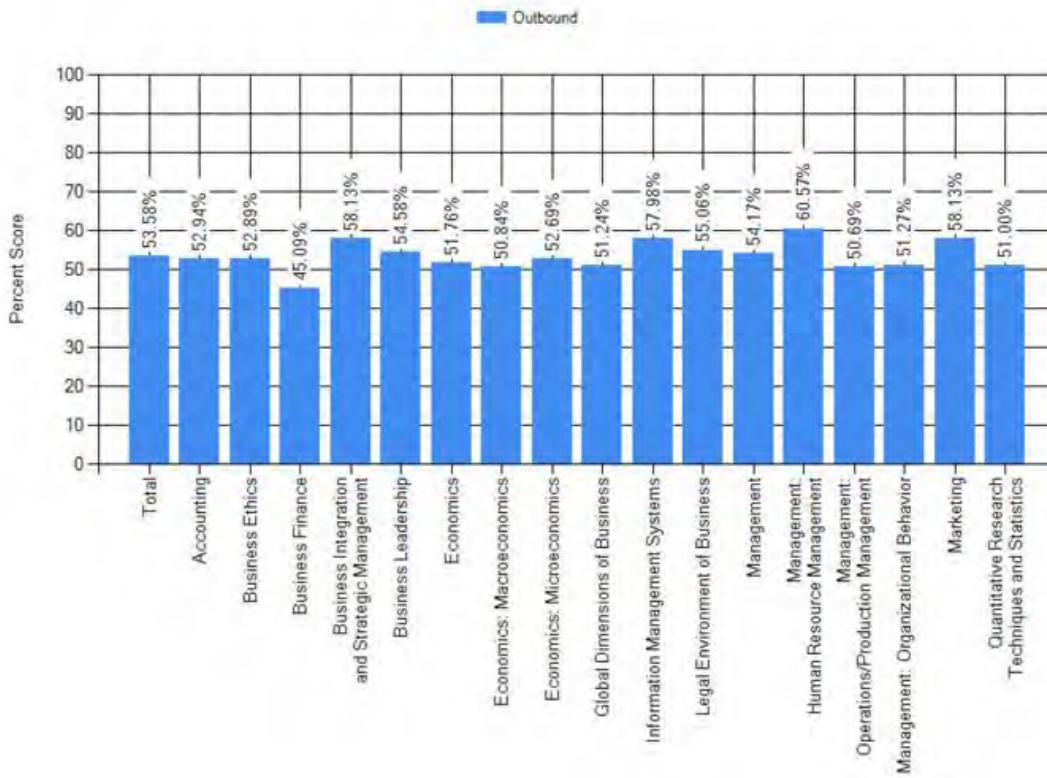


Section 6.K: State and National Examinations

Students completing the BusAd Degree end their courses with BUSN 499 Integrating Experience where students participate in a nationally normed exam provided by Peregrine Services Inc. This particular exam encompasses all the core courses taken for the BusAd Degree. Students are scored on a normative scale whereas scoring a 50 on the exam puts one at the national average. Our students have typically scored above this mark.

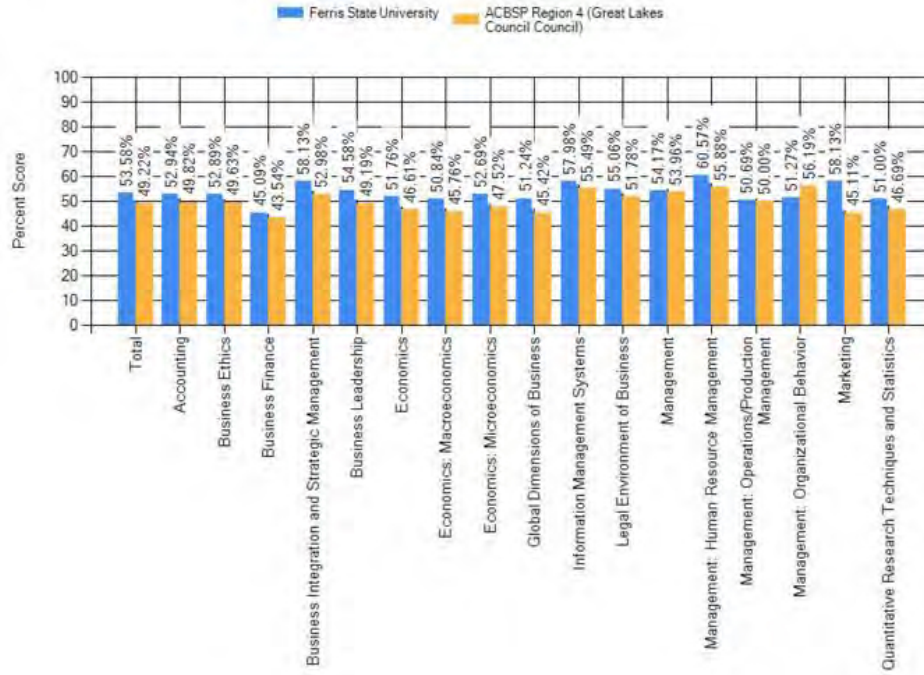
Peregrine Academic Services provides a nationally normed, summative assessment for Business Administration programs that is used for internal and external programmatic evaluation. This assessment tool is specifically designed to address most AACSB, ACBSP, and IACBE accreditation requirements related to learning outcomes assessment, quality assurance, and external academic benchmarking. This Outbound Exam is administered to the students at the end of the academic program during their capstone course. All exams are provided online as the student is allowed 48 hours to complete the exam. The exam enables program-level and course-level learning outcomes to be evaluated, analyzed, and assessed using the detailed reporting provided with from Peregrine Services Inc. The first table shows the outbound results which is an average of scores earned by FSU students taking the exam. It is notable to observe that the average is above the normed value of 50 which for all intent and purposes is equal to 75%.

Outbound Exam Results



The next table shows a comparison of FSU student results to those at other ACBSP schools. As can be seen in this table is that FSU student's scores surpass most of that achieved at the competing schools except for the category of organizational behavior. While we do not know, the questions used on this exam, it might be helpful to have a more solid direction of knowledge as to the topics in each field. After all, this exam is typically written by AACSB schools.

Outbound Exam



Section 6.L: Associates/Minors

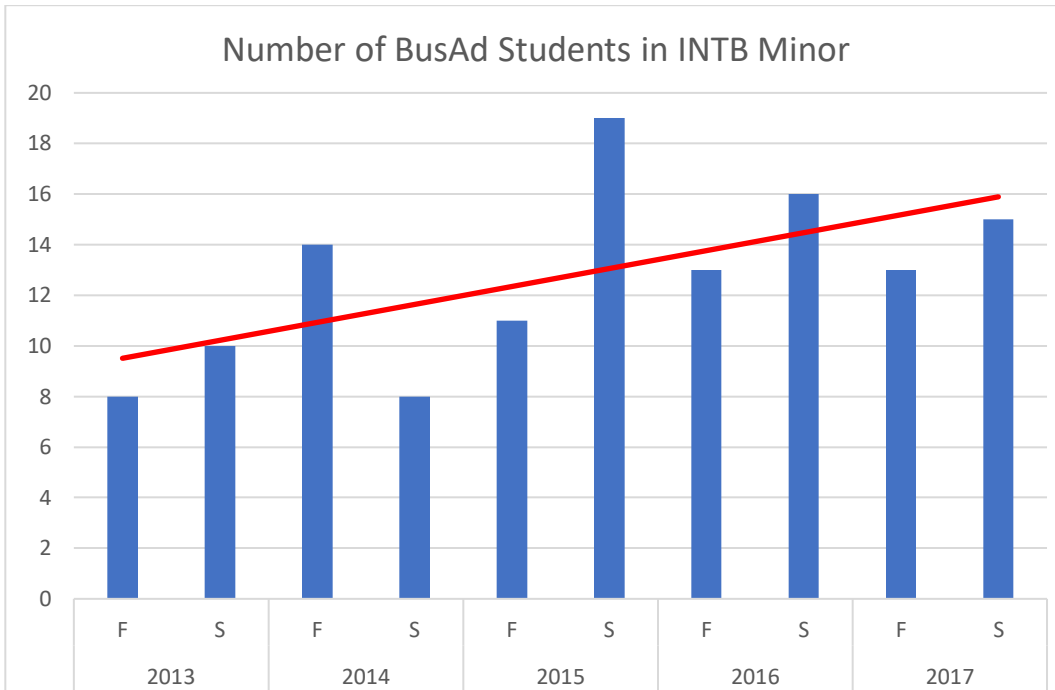
Four minors are referenced here to capture some of the more common one's students chose. The General Business Associates, International Business, Leadership and Supervision, and Small Business/Entrepreneurship are not typically standalone majors. The General Business Associate Degree has been an outstanding lead into the BusAd Major. Students registering for this associate degree are typically the TIP students who are students from lower income families who are able to get a head start on college without the debt. This data is somewhat difficult to capture within the regular enrollment.

Students choosing an Associate Degree in Business are shown below and the data shows a recent increase. The changes in demand are somewhat due to the TIP program.

2014/15	2015/16	2016/17	2017/18
74	53	75	107

International Business has had a steady flow of students from the BusAd program as seen in the following table.

International Business		
Year	Term	Count
2013	F	8
	S	10
2014	F	14
	S	8
2015	F	11
	S	19
2016	F	13
	S	16
2017	F	13
	S	15



Both, Leadership and Supervision and Small Business/Entrepreneurship have not been tracked by a specific major. While both have had students enrolled in the classes making an acceptable count, no real data has been captured. Data was provided by testing, but it was difficult to isolate only the ones in the BusAd program.

2013-14 to 2016-17 Minor Grads by Year and Degree						
ACADEMIC_YEAR	DEGREE_CODE	DEGREE	MAJOR_CODE	MAJOR	MINOR	ENROLLED_COUNT
2013-14	BS	Bachelor of Science	HVEM	HVACR Eng Tech and Enrgy Mgmt	Supervisory Leadership	1
2014-15	BS	Bachelor of Science	BIPD	Biology - Pre-Dentistry	Small Business/Entrepreneurship	1
2014-15	BS	Bachelor of Science	BUAD	Business Administration	Supervisory Leadership	1
2014-15	BS	Bachelor of Science	HCSA	Health Care Systems Admin	Supervisory Leadership	1
2014-15	BS	Bachelor of Science	OSM	Operations Supply Management	Supervisory Leadership	1
2015-16	BS	Bachelor of Science	BALS	Business Admin Legal Studies	Supervisory Leadership	1
2015-16	BS	Bachelor of Science	BUAD	Business Administration	Small Business/Entrepreneurship	2
2015-16	BS	Bachelor of Science	BUAD	Business Administration	Supervisory Leadership	1
2015-16	BS	Bachelor of Science	CIS	Computer Information Systems	Supervisory Leadership	1
2016-17	BS	Bachelor of Science	BUAD	Business Administration	Small Business/Entrepreneurship	4
2016-17	BS	Bachelor of Science	BUAD	Business Administration	Supervisory Leadership	1
2016-17	BS	Bachelor of Science	FMAN	Facility Management	Supervisory Leadership	1
2016-17	BS	Bachelor of Science	INRM	Insurance and Risk Management	Small Business/Entrepreneurship	1
2016-17	BS	Bachelor of Science	MIM	Music Industry Management	Small Business/Entrepreneurship	2
2016-17	BS	Bachelor of Science	PDET	Prod Design Engineering Tech	Supervisory Leadership	1
2016-17	BS	Bachelor of Science	SPTC	Sports Communication	Supervisory Leadership	1
2016-17	BSN	BS in Nursing	BSRN	Nursing - BSN	Supervisory Leadership	1

Section 7: Program Value beyond Enrollment Numbers

Being the largest program in the COB, the BusAd degree is important to both the college and the university. This degree prepares the student for a position in business as to where an employer can mold that individual to their specific needs. The foundational tools are put into the student so that they walk through the door ready to go to work. Within this foundation is the availability to add one of several minors. For the college, this allows the student great flexibility in their choices of positions they can apply for upon graduation. The university and college both benefit from this degree in that students can take minors from other colleges allowing for more participation across campus. Also, students have switched into this program due to its flexibility in accepting outside credits.

Section 8: Program Flexibility and Access

Number of offsite location	24 locations statewide
Online availability of program offerings	All students can take the online sections, although distance students have first choice.
Options for weekend or evening classes	On main campus and online
Options for accelerated program completion	This is being done on an individual basis and a standard format will be released soon.
Options for summer offerings	Majority of classes are available based on demand, mainly online

The program is designed to take in transfers and students crossing over from other majors as much as possible. Key faculty review classes from other colleges and universities as to their equivalency to be counted for credit within the program. Also, from within the Dean's office, personnel there review the records of all incoming transfers to assist in their completion. From personally meeting with students, whether it be a professor, staff, or advisor, the COB does all it can to make this a smooth and simple transition.

As far as flexibility, almost any minor from across campus can be used in the BusAd major. Some examples are: Operations Management; Lean; International Business; Human Resources; Small Business; Legal Studies; Finance; Event Planning and many more. Also, adding to the number taking the different classes involved in the AAS are those in programs such as Dental Hygiene; Radiography; and Construction Management to name a few. Opportunities abound within this degree as every organization represents a type of business.

Section 9: Visibility and Distinctiveness

Visibility and Distinctiveness

Different subsets within the BusAd degree are always updating to keep their classes fresh. Faculty attend different conferences and workshops to stay abreast of the latest technology and teaching methods. As of recent, a lot of simulations have become available for several of the classes to aid in the classroom experience. Most faculty have ties to different fields of business to capture current practices and discuss what current students should be learning to enable them to "hit the ground running". Several employers at different job fairs have commented on how much they like Ferris grads as they know what to do. This in part is due to the fact that faculty come from the business world into the teaching profession. With the appointment of the program champion, a new advisory board will be developed and a team of faculty to further the goals of the BusAd degree.

Competitive Programs

Classes contained in each core by university

Class	CMU	EMU	FSU	GVSU	MSU	NMU	SVSU
Accounting		1	1	1	1	2	1
Business analytics and IS					1		
Business communications	1	1			1	1	
Business processes and IS		1		1			
Capstone/Communications	1						
Capstone/Strategy			1	1	1	1	1
CIS/MIS			1			2	1
Composition		1					
Deterministic models in business						1	
Digital media	1						
Economics		2	**	2	2		2
Ethics							1
Finance	1		1	1	1	1	1
Financial accounting		1					
HR management						1	
International business	1				1		
Intro to business	1	1					
Intro to marketing			1			1	1
Law		1	1	1	1	1	
Managerial accounting			1	1	1		1
Management			1	1			
Marketing management				1	1		
Operations management			1	1	1	1	1
Organizational behavior	1				1	1	1
Quantitative reasoning		1			1		
Social media	1						
Speech		1					
Statistics	1	1	1		2		2
Total Credit Hours	27	36	30	33	48	39	39

** - Not in the core but required

Preeminent Program

The number one rated program in the country, according to a recent pole, is the University of Pennsylvania.

<https://www.usnews.com/best-colleges/university-of-pennsylvania-3378>

Penn State University is #1

2018 Quick Stats

- TUITION & FEES - \$53,534 (2017-18)
- ROOM AND BOARD - \$15,066 (2017-18)
- TOTAL ENROLLMENT - 21,826

Penn State’s program utilizes a center of classes to branch out into different majors exactly like other universities. The difference between ours and others are brand name and endowment. The sheer power of the larger universities makes it tough to compare. The Wharton School of Business originated in 1881 and followed a different model than that of FSU. Wharton’s pioneering vision was to produce graduates who would become “pillars of the state, whether in private or in public life.” (<https://www.wharton.upenn.edu/about-wharton/>)

For FSU to emulate such a program would be to abandon what it was built upon as our mission was to offer a degree for everyone. Such a radical change is typically not successful as a slow evolution to a higher level of student would be wiser. This is exactly what FSU has been moving towards higher GPAs. Also, there is discussion within the COB to move the BusAd degree to more focused core allowing for more concentrated majors. This planned migration to stronger majors will help the COB grow the program as more individuals recognize its value. Continuing on this path and hiring faculty with more focused areas of expertise is helping promote the BusAd program for the future.

Section 10: Demand

This degree has had continued success even with the recent decline in available students, enrollment stays strong. Approximately one third of the students in the COB are business administration students. Due to the flexibility of the program and the number of opportunities available to its graduates, the BusAd program remains strong.

Students were surveyed on 4 questions to determine their outlook concerning the BusAd program. The following is the 4 questions that were asked:

1. Why did you choose Ferris State University?
2. If they did it again would you choose Ferris State University?
3. Would you recommend this program?
4. How do you feel about the projected market outlook for demand for program graduates?

Replies to these questions varied and here is a brief summation of current student’s replies:

1. Why? Close to home; flexibility; transfer agreement; close to family were the top responses.
2. Choose FSU again? 81.8 % yes; 14.3% no; and 3.9% maybe
3. Recommend? 81.8% yes; 14.3% maybe; and 3.9% no
4. Job Outlook? 96.1% good; 3.9% didn’t care

Section 11: Student Achievement

Activity/Engagement	Count
<i>Currently involved in RSO</i>	
<i>Involved in student government</i>	4
<i>Involved in honors program</i>	17

Student achievement numbers are not captured at this time, so any data or trends are impossible to report.

Section 12: Employability of Graduates

Utilizing current data, the following is a general analysis of the potential available with the BusAd degree.

Source:

WHAT CAN I DO WITH A BUSINESS ADMINISTRATION DEGREE?

<http://www.businessadministrationinformation.com/general-business/business-administration-degree-job-options>

Occupation	As of May 2016
Accountant	\$ 76,730.00
Commercial Loan Officer	\$ 76,260.00
City Manager	\$ 194,350.00
Sales Manager	\$ 135,090.00
human Resources Manager	\$ 120,210.00
Public Relations Manager	\$ 66,540.00
Advertising Executive	\$ 117,810.00
Chief Executive Officer	\$ 194,350.00
Financial Officer	\$ 139,720.00
Market Research Analyst	\$ 70,620.00

Source:

Business Administration Salary and Job Outlook

<https://www.allbusinessschools.com/business-administration/salary/>

Occupation	Salary as of 2018-19
Sales Management	\$ 117,960.00
Financial Management	\$ 121,750.00
Human Resources Management	\$ 106,910.00
Food Service Management	\$ 50,820.00
Health Care Administration	\$ 83,810.00
Marketing Management	\$ 131,810.00

Job Outlook Comparison Over the Next Decade

- Sales Management—7 percent, slower than average
- Finance Management—19 percent, as fast as average
- Human Resources Management—9 percent, slightly faster than average
- Food Service Management—5 percent, slower than average
- Health Care Administration—10 percent, slightly faster than average

- Marketing Management—10 percent, slightly faster than average

Source: U.S. Bureau of Labor Statistics' 2018-19 Occupational Outlook Handbook

What kinds of companies hire business administrators?

Here are the most common places where business administration professionals can be found according to the BLS:

Sales Managers: Management of Companies and Enterprises; Car Dealers; Wholesale Electronic Markets; Computer Systems Design; Department Stores

Financial Managers: Depository Credit Intermediation; Management of Companies; Accounting, Tax Prep, Bookkeeping and Payroll Services; Insurance Companies; Local Government

HR Management: Management of Companies; Local Government; Hospitals; Employment Services; Computer Systems Design

Marketing Management: Management of Companies; Computer Systems Design; Management, Scientific and Technical Consulting; Insurance Companies; Advertising and Public Relations

Source:

Business Administration Salary and Job Outlook

<https://www.allbusinessschools.com/business-administration/salary/>

Section 13: Faculty Composition and Engagement

Aside from the data there is a concerted effort to improve the caliber of the faculty teaching in the BusAd program. More rigorous guidelines have been developed and driven faculty take on the hiring committees. Within business, dedicated mentor/tenure committees of 3 are assigned to all new faculty to ensure their success. The recent goal has been to get qualified applicants who have worked in the specific field they will be teaching in as well as the accompanying degree in field. An important part of hiring is the years a candidate can enhance FSU's program and not have to continually hire new candidates. While new candidates bring with them new knowledge, old knowledge or recently learned skills can be lost.

Regular reviews of new faculty are conducted every semester and the committee submits a specific form to the tenure chair to follow each candidate's advancement. With Ferris State's main focus on teaching, extra attention is paid to this practice with classroom visits using a standard review form for all. This is not to discount other activities a tenure candidate should be doing, only to highlight the most important. Along with the tenure track faculty, a new effort has begun to better vet the adjuncts used within different facets of the program. Faculty now are meetings with these individuals and sharing what they use so that a similar level of rigor can be achieved.

There are 23 faculty within the Management Department that teach courses in the Business Administration degree program. Of those, 21 have doctoral degrees. Courses in the Business Core and the Business Administration Major taught by departmental faculty include:

BLAW 321	Honaman, Lopez, Madziar
BUSN 499	Marion, Manga, Short, Steenstra, Tower, Sukup
MGMT 301	Bell, Short, Sukup, Browers
MGMT 370	Lyman, Marion, Rewers, Fagerman

MGMT 350	Steenstra, Browsers
INTB 310 / 335	Kelson, Steenstra
MGMT 302	DeMarr, Sukup
MGMT 373	DeMarr, Rewers
MGMT 447	Short, Tower, Manga, Marion
MGMT 488	Eshbach, Lyman, Manga, Short

The normal workload for each faculty within the program is 12 credits each semester, or four 3-hour classes. Program faculty members do teach overloads and generally do not receive release time for other activities.

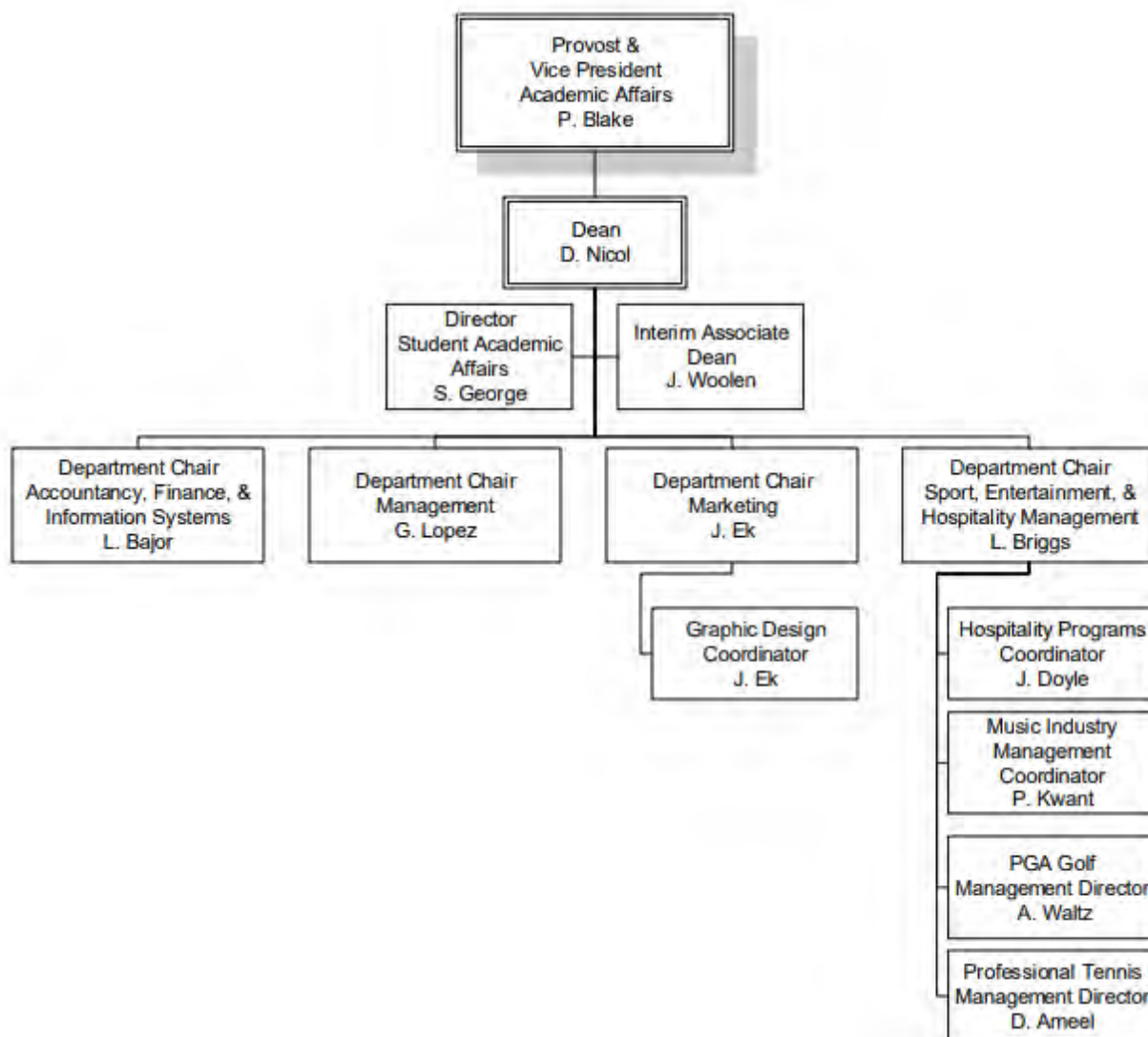
ARMSTRONG	LORI	BUS 212 D	2483	Advisor
BELL	SHARON	BUS 352	2461	Assistant Professor*
BRANDLY	MARK	BUS 370	2433	Professor
BROWERS	CATHERINE	IRC 227	3145	Assistant Professor
BROWN	DAVID	BUS 364	2430	Associate Professor
CARTWRIGHT	ALEXANDER	BUS 337	3142	Assistant Professor
DEMARR	BEVERLY	BUS 360	3756	Professor
DIRMEYER	JENNIFER	BUS 335	3147	Associate Professor
ESHBACH	LISA	BUS 340	3197	Professor
FAGERMAN	ANITA	IRC 212 D	3162	Professor
FRANSTED	EMILY	BUS 346	2416	Associate Professor
KELSON	DAVID	BUS 344	2464	Associate Professor*
LOPEZ	GAYLE	BUS 212	2427/2481	Professor/Chair
LYMAN	STEVEN	BUS 336	2469	Professor
MADZIAR	AARON	BUS 345	2479	Assistant Professor
MANGA	ALEXANDER	BUS 341	2972	Assistant Professor
MARION	DAVID	BUS 342	3164	Professor
MCLEAN	ROY	BUS 338	3149	Associate Professor*
REWERS	CAROL	BUS 358	2447	Professor
SHORT	KASEY	BUS 330	2766	Assistant Professor
SMITH	TINA	BUS 212	2427	Dept. Secretary
STEENSTRA	DAVID	IRC 212 A	2405	Professor
SUKUP	LESLIE	BUS 303	2044	Assistant Professor
TOWER	SPENCE	BUS 362	3163	Professor
WATTS	TYLER	BUS 347	2426	Associate Professor
YOST	SHANNON	BUS 212 B	2168	MBA Secretary

* indicates non-doctoral faculty. All the rest are terminally qualified.

A listing of all faculty vitas is contained in the appendix.

Section 14: Program Administration and Support

FERRIS STATE UNIVERSITY
ACADEMIC AFFAIRS DIVISION
COLLEGE OF BUSINESS



There is not a designated program coordinator currently. Gayle Lopez, J.D., Management Department Chair, has administrative oversight over all programs within the Management Department. She has been the Management Department Chair for 4 years and the coordinator of the Legal Studies program for 10+ years. There are no designated support staff assigned to the BusAd program. The Management Department has a Secretary Level 2 and an Academic Advisor.

Plans are in the works to change the current conditions. Different parties within the COB involved in the BusAd degree have come together to create a structure going forward. At the most recent management department meeting, a discussion occurred for a person to be the program coordinator with release time and the formation of a committee to oversee its future.

Section 15: Support Services

Flite Library

Students enrolled in the Business Administration program also have access to approximately 164 Dell and Macintosh computers within the main areas of the Flite Library and an additional 95 within their computer lab area(s). Standard software loads include the following:

Software	Operating System	Location
3M Coding and Reimbursement	Windows	Assistive Technologies Room
Adobe Acrobat DC	Windows 10	All Computers in FLITE
Adobe After Effects CC	Windows 10	Instructional Studios
Adobe Bridge CC 2018	Windows 10	Instructional Studios
Adobe Creative Cloud	Windows 10	Instructional Studios
Adobe Dreamweaver CC 2015	Windows 7	Assistive Technologies Room
Adobe Dreamweaver CC 2018	Windows 10	Instructional Studios
Adobe Illustrator CC 2018	Windows 10	Instructional Studios
Adobe InDesign CC 2015	Windows 7	Assistive Technologies Room
Adobe InDesign CC 2018	Windows 10	Instructional Studios
Adobe Lightroom Classic	Windows 10	Instructional Studios
Adobe Photoshop CC 2015	Windows 7	Assistive Technologies Room
Adobe Photoshop CC 2018	Windows 10	Instructional Studios
Adobe Premiere Pro CC 2015	Windows 7	Assistive Technologies Room
Adobe Premiere Pro CC 2018	Windows 10	Instructional Studios
Aleks Plug-In	Windows 7	All Computers in FLITE
Arc GIS / Arc Pro	Windows 10	East side of 2nd Floor
AutoCad 2018	Windows 10	East side of 2nd Floor
AutoCad Architecture 2018	Windows 10	East side of 2nd Floor
AutoDesk Inventer 2018	Windows 10	East side of 2nd Floor
AutoDesk NavisWorks 2018	Windows 10	East side of 2nd Floor
AutoDesk Revit 2018	Windows 10	East side of 2nd Floor

Braille Printer	Windows 7	Assistive Technologies Room
Catia 2015	Windows 7 and 10	Assistive Technologies Room
Citrix Client	Windows 10	Assistive Technologies Room
Creo (PTC)	Windows 10	3rd Floor Computers
Dragon Naturally Speaking	Windows 10	East side of 2nd Floor
Duxbury Braille 10.6	Windows 7	Assistive Technologies Room
DWG TrueView	Windows 7	Assistive Technologies Room
Easy Reader 6.02	Windows 7	Assistive Technologies Room
Firefox Browser	Windows 7 and 10	All Computers in FLITE
FS Reader 2.0 & 3.0	Windows 7	Assistive Technologies Room
Google Chrome Browser	Windows 7 and 10	All Computers in FLITE
Google Earth	Windows 10	West side of 2nd Floor
I2 Analysts Notebook 9	Windows 10	East side of 2nd Floor
I2 Chart Reader 8	Windows 7 and 10	Assistive Technologies Room
iDVD	Mac OS	FLITE Deck/West side 2nd Floor
iMovie	Mac OS	FLITE Deck/West side 2nd Floor
Intelicode	Windows 10	3rd Floor Computers
Internet Explorer Browser	Windows 10	All Computers in FLITE
iPhoto	Mac OS	FLITE Deck/West side 2nd Floor
iTunes	Windows 10/MAC OS	All Computers in FLITE
JAWS 15	Windows 7	Assistive Technologies Room
Kurzweil 3000	Windows 7	Assistive Technologies Room
LabView	Windows 10	East side of 2nd Floor
LockDown Browser (Respondus)	Windows 10	All Computers in FLITE
Mathematica	Windows 10	FLITE Deck/West side 2nd Floor
Microsoft Edge Browser	Windows 10/MAC OS	All Computers in FLITE
Microsoft Office	Windows 10/MAC OS	All Computers in FLITE
Microsoft Visual Studio 2015	Windows 10	5 "Special" computers at West end of 2nd Floor
MiniTab 15	Windows 10	FLITE Deck/East side 2nd Floor
Net Support School	Windows 10	All Instructional Studios
Skype	Windows 10	All podium computers in Instructional Studios and Seminar Rooms
Solid Edge ST9	Windows 10	East side of 2nd Floor
SPSS Modeler 18	Windows 10	East side of 2nd Floor
SPSS Statistics 24	Windows 10	East side of 2nd Floor
ZoomText 8.1	Windows 7	Assistive Technologies Room

**Information provided by David Scott, COB contact person in FLITE

Section 16: Facilities and Equipment

Facilities, space and equipment are adequate, yet dated. As of recent, items such as faculty computers are no longer replaced unless deemed necessary by the Dean's office or just plain quit working. Equipment for real distance instruction is severely limited as most universities at this point have rooms capable of teaching several sections at a time via the web. These types of rooms may draw more students interested in an online experience as it provides for actual virtual facetime with a professor.

Review of the facilities and equipment included: Faculty Offices, COB Lab/Classroom Computers, Other Instructional Technology and Flite Library.

Faculty Offices:

Each faculty member is provided adequate office space. In addition, a review of their office computer equipment shows that all equipment has been purchased within the last four or five years and appears to have sufficient operating capabilities for their needs. All computers are connected to the University's network and have internet access. Any software upgrade is handled through the Network Administrator, those having Apple products are serviced through the COB staff. Laptops are available upon request for faculty teaching at satellite locations and/or for university related activities as well as a cart of portable computers for classroom use.

COB Labs/Classrooms and Computers:

The classrooms utilized by the department are sufficient in terms of the number of tables and seating available to accommodate student class sizes. The classrooms utilized by the department are equipped with a desktop computer(s), an overhead projector, DVD/VCR, and LCD projector. All hallways are equipped with video cameras to deter theft of the equipment.

All classroom computers have university network and internet access, Microsoft Office 2007, FrontPage, and other standard COB software. All faculty have the option/ability to request that course specific software be added to any classroom computer(s) where they will be teaching. The approval of such software additions is subject to review for compliance with College of Business software requirements, as well as, any budgetary constraints. Any problems related to either faculty or classroom computer's is reported to the Technology Assistance Center (TAC) for resolution. In some situations, (i.e., BUS 312) classrooms requiring computer or projector upgrades are being replaced at the time of classroom renovations.

In order to keep the technology current, the College of Business, in collaboration with the President's office, Academic Affairs, and Technology Services, has made a commitment to upgrade a certain number of computers and associated equipment each year. Additionally, the Management Department is pursuing the use of iPods for faculty use in the classroom. As this new equipment is purchased, the equipment being replaced is passed onto other COB faculty and/or placed in classrooms for upgrade purposes. However, in light of the recent economy and potential University wide budget cuts, computer equipment upgrades and/or implementation of new technology may temporarily be delayed within the College of Business.

Overall, there are approximately 345 computers located in various classrooms and computer labs within the College of Business (Refer to *COB Lab/Classroom Computers* attachment). The average processor speed is 11.73 GHZ. Based on this review, one recommend would be to add additional docking stations in those classrooms that lack this technology; otherwise, the facilities and equipment available to the Business Administration program appear to be quite adequate for their present needs.

Section 17: Perceptions of Overall Quality

At this time, there is not a program coordinator or champion in place as the process is underway to redesign how it works. A survey of the faculty in the program completed as all are moving the program forward and interested as we realize it is what we do, and it matters. Surveying faculty outside the program really serves no purpose as they have no vested interest in it unless it benefits them. Knowledge of what goes into and out of the program is contained by those within the program. Advisory boards members are conferred with at different points as program improvements and changes occur. The following comments were made by the department chair and the Dean.

Taken from the FSU email system, this is the department chair's response, Professor Lopez, concerning the program:

TO: Academic Program Review Committee

FROM: Gayle Lopez, J.D., Management Department Chair

DATE: August 13, 2018

RE: Business Administration (BUAD, BAPT, AAS General Business and various Minors) APR – Perceptions of Overall Quality

Overall Program Rating: 95

Business Administration and associated programs align perfectly with FSU and the College of Business mission statements. The combined programs, both on campus and State Wide, are the largest in the College of Business and in the University as a whole. BS - Business Administration is the second most awarded degree within the State of Michigan and likewise is a very popular degree program for traditional and non-traditional students as well as transfer students to main campus and at various State-Wide locations. The Business Administration program provides the most flexibility while preparing students to be successful in a variety of business related positions. The flexibility provides opportunities for students to study abroad for a semester or an entire academic year as well as obtain a joint degree with Hochschule Rhein-Waal in Germany. The program requirements provide for experiential and team-based projects while working on critical thinking and problem-solving skills. Students gain valuable knowledge, skills and abilities to be highly employable for their recommended internship and permanent employment.

The Business Administration curriculum provides a broad-based business management education which then allows students to specialize by choosing a concentration or minor to further their career goals and interests. Students can choose one of the following Management Department Minors: Advanced Fleet Management, Economics, Human Resource Management, International Business Management, Lean Systems, Leadership & Project Management, Legal Studies, Operations & Supply Management, Risk Management & Insurance, or Small Business & Entrepreneurship. Students can also choose a concentration or minor from another COB department, such as Accounting, Marketing & Sales or Computer Information Systems.

The required Business Administration courses as well as a number of Minors are offered on-line in addition to face to face in Big Rapids. Some of the required courses are also offered face to face at Grand Rapids, Traverse City, Dowagiac, Lansing and Clinton Township campuses. The Business Administration degree completion program can also be taken fully online. The combined Business Administration programs have seen steady growth on campus and online with some reduction in numbers at the various State-Wide locations.

The AAS General Business program provides a broad-based business management education primarily for TIPP students that need to be enrolled in an associate degree program. It also provides flexibility with Directed Electives for students to seamlessly move into the BS Business Administration program and other programs within the Management Department. The program is not viewed as a separate program from BS Business Administration but simply as the first two years of the Business Administration or other Management Department programs.

Unlike most Ferris programs, there are no specifically dedicated Business Administration faculty. The programs are much too large and require diversely qualified faculty to dedicate only a few Business Administration faculty. All Management Department faculty teaching Business Administration courses also teach courses in other department programs, the Business Core and/or Minor courses. All faculty are highly qualified for the courses they are assigned to teach. The following tenure/tenure track faculty teach Business Administration Major courses: Dr. Catherine Browers, Dr. Beverly DeMarr, Dr. Lisa Eshbach, Professor David Kelson, Dr. Steven Lyman, Dr. Alexander Manga, Dr. David Marion, Dr. Carol Rewers, Dr. Kasey Short, Dr. David Steenstra and Dr. Leslie Sukup. A number of qualified adjuncts teach courses at the main campus and at various State-Wide locations. All faculty provide a high-quality educational experience. Many faculty within the department already teach course overloads; as such, future program growth will require additional faculty resources. Additionally, student advising is very strong with Lori Armstrong, a full-time academic advisor in the Management Department, along with the faculty advisors. Lori advises all freshman Management Department students for two years and all transfer students. This has been a highly successful model for retention, student success and time to degree. All students have a 4-year academic plan. Lori also provides academic counseling while teaching two Management Department sections of FSUS 100. There are also State Wide and Online Advisors for State Wide students.

Moving forward, in order to provide the necessary leadership and continuous program improvement, the Management Department hopes to have a dedicated program coordinator with ¼ release each semester. The Program Coordinator, along with department faculty, needs to re-instate the advisory board and determine how best to track program graduates. With a program coordinator, the overall program rating will be increased to 100.

The Management Department and administration fully support the continuation of Business Administration, General Business and associated programs/minors and appreciate the dedication of Management Department faculty and advisors to student success.

Taken from the FSU email system, this is the Dean's response concerning the program:

TO: Academic Program Review Committee
FROM: Dean David Nicol, College of Business
DATE: August 14, 2018
RE: Business Administration APR – Perceptions of Overall Quality

Overall Program Rating: 90

With over 800 students enrolled in the Business Administration degree (not counting the functional subsets; e.g., Operations, HRM, Risk Management & Insurance, etc.), ensuring the value and distinctiveness of the program is an obvious challenge. Our highly qualified faculty, virtually all of whom bring both relevant academic training (most have doctorates) and extensive business sector experience, strive to assure curricular merit and experiential value. The fact that enrollment has continued to grow, while that of other programs has recently declined, attests to their success, indicating that this program continues to hold value for prospective students. I believe the efforts to emphasize the pragmatic combined with theory, underlined by experiential components, resonates with prospective and current students.

While I believe our students would be better served by 'required', rather than 'recommended', internships (unless the student can demonstrate extensive prior work experience), that would appear to be a desirable enhancement, rather than a necessary one. Also, as the market for business degrees become increasingly competitive, I believe we need to focus on articulating what it is that differentiates the experience and value of Ferris' degree, vis-à-vis others. Hopefully, attention in these areas will sustain the growth and success of the program.

Section 18: Implementation of Findings

When asked how this APR fits with the BusAd program's improvement plan, there are pluses and minuses. While it does make one look at the hard numbers and facts concerning the program, it does not always fit certain descriptions and/or applications of what is being done. For example, does the reporting of dated equipment or outdated facilities mean that they will get immediate attention? Will gaps in certain areas suddenly get funds to make adjustments? This is a frustrating process as some of the questions are useless and/or repetitive at best to the programs main goal of helping educate and employ students in the world of business administration.

The program already communicates with stakeholders as that has been an ongoing practice and parts of this review would not concern them. From a business viewpoint, this report is not business driven to add value. What is reported can be polished to make it look much better than it is. I have personally seen where programs were voted to be closed and yet a simple complaint in the faculty senate kept the program alive with only a handful of students and no reporting whatsoever. This process should be flexible in that not all items apply to all parties. This process was written with well intent but based upon old practices. Why do you ask for support services? This is a prime example of asking what you already know. We are regularly informed as to what is available as you are. Why do we ask other faculty outside the program as to their thoughts of the program as they do not teach in it and have no vested interest? Likewise, faculty in the program are all going to have similar thoughts as to the future of the program as it is their future. Those newer to the program will be more driven and those with only limited time left to work, will be less invested, as that is the story across campus.

This is a dated practice that needs more updating by a panel of people to make it simpler and more user friendly as everyone that does the process dreads it unless they are a journalist of some type and uses it for practice. Create a checklist and a data repository where majors/minors can be reviewed on a regular basis without having a committee or a person in charge of writing a tedious report.

Signature Page

Business Administration – BS
1301 South Street
Big Rapids, MI 49307-2284
231-591-2427

My signature below indicates that I was a contributing member of the Program Review Panel in part responsible for completion of the final Academic Program Review report submitted for review by the Academic Program Review Council, Academic Senate, Provost, and President of Ferris State University and attest to its completeness and soundness according to the resources available:


Signature and Date 9-13-18

David Marion
PRP Chair
231-591-3164 mariond@ferris.edu


Signature and Date 9.18.18

Gayle Lopez
Department Chair
231-591-2427 luperez@ferris.edu


Signature and Date 9/18/18

Steve Lyman
Data Analysis
231-591-2469 lymanst@ferris.edu


Signature and Date 9/18/18

Jennifer Dirmeyer
Assessment Coordinator
231-591-2477 mdirmey@ferris.edu

My signature below indicates that I have reviewed the Academic Program Review report submitted for review to the Academic Program Review Council, Academic Senate, Provost, and President of Ferris State University and attest to its completeness and soundness according to the resources available:


Signature and Date 9/15/18

David Nicol
Dean COB
231-591-2422 davidnicol@ferris.edu

Appendix
A: Checksheets

	BUSINESS ADMINISTRATION – AVIATION OPTION – 129 Credits	BUAA-BS_2018_2019
	NORTHWESTERN MICHIGAN COLLEGE	
	Bachelor of Science (BS)	College of Business

Student Name: _____ **Student ID:** _____

University General Education Requirements – Prerequisites shown in parentheses Cr Gr

COMMUNICATION COMPETENCY – Minimum 12 Credits				
ENGL	150	English 1 (ENGL 074 or ACT English 14 or SAT ERW 450 or pre-2016 SAT Writing 370 or TOEFL Internet Total Score 81 or MSU/ELT Composite 73 or IELTS Overall 5.5)	3	
CHOOSE ONE:	ENGL 211 ENGL 250	Industrial and Career Writing (ENGL 150 w/C- or higher) English 2 (ENGL 150 w/C- or higher)	3	
ENGL	325	Advanced Business Writing (ENGL 250 or ENGL 211 w/C- or higher)	3	
COMM	121	Fundamentals of Public Speaking (None)	3	
COMM	336	Technical and Professional Presentations (COMM 121)	3	

QUANTITATIVE LITERACY COMPETENCY – Minimum 2 Credits				
CHOOSE ONE	MATH 114	Quantitative Reasoning for Professionals 2 ((MATH 109 or 110) w/C- or higher or Math ACT 19 or SAT (post-2016) 300 or SAT (pre-2016) 480) and (ENGL 074 or English ACT 14 or SAT (post-2016) 370 or SAT (pre-2016) 450); if MATH ACT 24 or SAT 560 or higher, student must substitute General Education Elective credits.	4	
	MATH 115	Intermediate Algebra ((MATH 109 or 110) w/C- or higher or Math ACT 19 or SAT post-2016) 500 or SAT (pre-2016) 480); if MATH ACT 24 or SAT 560 or higher, student must substitute General Education Elective credits	3	

NATURAL SCIENCES COMPETENCY – Minimum 6 Credits with one lab course				
			3	
			3	

CULTURE COMPETENCY – Minimum 9 Credits from two different disciplines with one 200 level or higher No more than 5 Credits in Cultural Competency Activities				
			3	
			3	
			3	

SELF AND SOCIETY COMPETENCY – Minimum 9 Credits from two different disciplines with one 200 level or higher				
ECON	221	Principles of Macroeconomics (MATH 109 or 110 w/C- or higher or MATH 114, 115, 116, 117, 118, 119, 120, 122, or 128 or MATH ACT 19 or SAT post-2016) 580 or SAT (pre-2016) 480)	3	
ECON	222	Principles of Microeconomics (ECON 221)	3	
			3	

COLLABORATION COMPETENCY – Competency met by 2 courses contained in the Major or Business Core				

PROBLEM SOLVING COMPETENCY – Competency met by 2 courses contained in the Major or Business Core				

DIVERSITY – Competency met by 2 courses designated as Global and 2 or U.S. Diversity is satisfied by:				

ADDITIONAL GENERAL EDUCATION REQUIREMENT – Minimum of 42 total General Education Credits Required				
Business Administration – Aviation Option BS degree: students must complete 42 General Education credits to meet ACBSP Accreditation Requirements.				

BUSINESS ADMINISTRATION – AVIATION OPTION - 120 Credits

Bachelor of Science (BS)

College of Business

Business Core Requirements – 30 Credits Required (these courses ARE used in the core GPA requirement)			Crs.	Gr.
ACCT	201	Principles of Financial Accounting (MATH 109 or 110 w/C- or higher or MATH 114, 115, 116, 117, 118, 119, 120, 126, 130, 132, or 135 or Math ACT 19 or SAT (pre-2016) 460 or SAT (post-2016) 500)	3	
ACCT	202	Principles of Managerial Accounting (ACCT 201 w/C- or higher and (MATH 114, 115, 116, or 117 or Math ACT 24 or SAT (pre-2016) 560 or SAT (post-2016) 580))	3	
STQM	260	Introduction to Statistics (MATH 114, 115, 116, 120, 126, 130, 132, or 135 w/C- or higher or Math ACT 24 or SAT (pre-2016) 560 or SAT (post-2016) 580)	4	
MGMT	301	Applied Management (None)	3	
BLAW	321	Contracts and Sales (None)	3	
MKTG	321	Principles of Marketing (Sophomore Status)	3	
MGMT	370	Quality-Operations Management (STQM 260 and Sophomore Status or Instructor Permit)	3	
FINC	322	Financial Management 1 (ACCT 202 and (MATH 114, 115, 116, or 117 or Math ACT 24 or SAT (pre-2016) 560 or SAT (post-2016) 580))	3	
ISYS	321	Business Information Systems (ACCT 202 and MKTG 321 and MGMT 301)	3	
BUSN	499	Integrating Experience (FINC 322 and MGMT 370 and MKTG 321 and Senior Status)	3	

Major Requirements – 12 Credits Required (these courses ARE used to calculate the major GPA requirement)			Crs.	Gr.
Choose One	INTB 310	International Business Systems (None)	3	
	INTB 335	Cross-Cultural Business (None)		
MGMT	302	Organizational Behavior (Sophomore Status)	3	
MGMT	373	Human Resource Management (Sophomore Status)	3	
MGMT	488	Advanced Management – Cases and Problems (FINC 322 and MGMT 370 and MKTG 321)	3	

AAS in Aviation – Flight Technology from Northwestern Michigan College/Occupational Specialty and Career Pilot Requirements – 45 Credits Required

These courses are taken at Northwestern Michigan College as part of their Aviation flight degree.

BUSINESS ADMINISTRATION – AVIATION OPTION - 120 Credits

Bachelor of Science (BS)

College of Business

ADMISSION REQUIREMENTS

New Students-SAT Students

- 2.5 High School GPA (on a 4.0 scale)
- Two of the three criteria:
 1. SAT ERW score of 450 or higher
 2. SAT Math score of 500 or higher. Placement in MATH 109/110 will be considered (SAT Math score of 480 or higher).
 3. SAT Composite of 900 or higher

New Students ACT Scores

- 2.5 High School GPA (on a 4.0 scale)
- Two of the Three Criteria:
 1. ACT English score of 16 or higher
 2. ACT Math score of 19 or higher
 3. ACT Reading score of 19 or higher

Transfer Students

- Combined college or university GPA of 2.35 (on a 4.0 scale) from all institutions attended. GPA based on completion of 12 credit hours or more. Developmental courses will not be considered in computing the GPA requirement.
- Transfer equivalency for FSU ENGL 150 or placement during the first semester at FSU which would require an ACT English score of 16 or higher; or SAT ERW score of 450 or higher; or Accuplacer English score of 6 or higher.
- Transfer equivalency for FSU MATH 114/115 or placement during the first semester at FSU which would require an ACT MATH score of 18 or higher; SAT MATH of 500 or higher; or Accuplacer Math scores: Elementary Algebra score 75 or higher and College Level Math 0-49.

GRADUATION REQUIREMENTS

Students must:

1. Minimum of 120 credit hours must be completed for graduation.
2. Must obtain Associate Degree in Aviation from Northwestern Michigan College.
3. Have 40 credits at the 300/400 level
4. Have 30 credits of Ferris classes (FSU Residency requirement)
5. Have a minimum 120 total credits to earn a bachelor degree
6. Maintain a 2.00 cumulative GPA in the business core and the major
7. To meet the College of Business ACBSP accreditation requirements, students must earn 40% of their total credits in General Education Classes. The University requires all BS Degrees be a minimum 120 credits. When meeting the 40% requirement, programs can use 6 credits from the Business Core in the Calculation. To meet the ACBSP 40% General Education requirement, a 120-credit program would consist of 42 general education credits, 30 business core credits and 48 credits in the major.



BUSINESS ADMINISTRATION with Concentrations - 120 Credits BUAD-BS_2018_2019

Bachelor of Science (BS)

College of Business

Student Name: _____

Student ID: _____

University General Education Requirements Cr. Gr.

Tier 1 – Foundation Competencies *Prerequisites shown in parentheses*

COMMUNICATION COMPETENCY – Minimum 12 Credits			
COMM	121	Fundamentals of Public Speaking (None)	3
ENGL	150	English 1 (ENGL 074 or ACT English 14 or SAT ERW 450 or pre-2016 SAT Writing 370 or TOEFL Internet Total Score 61 or IELTS Composite 7.0 or IELTS Overall 5.5)	3
ENGL	250	English 2 (ENGL 150 w/C or higher)	3
ENGL	325	Advanced Business Writing (ENGL 250 or ENGL 211 w/C or higher)	3
QUANTITATIVE LITERACY COMPETENCY – Minimum 3 Credits			
CHOOSE ONE	MATH 114	Quantitative Reasoning for Professionals 2 ((MATH 109 or 110 w/C or higher or ACT Math 19 or SAT Math 500) and (ENGL 074 or ENGL ACT 14 or SAT ERW 450)) if MATH ACT 24 or MATH SAT 580 or higher, student must substitute General Education Elective credits.	4
	MATH 115	Intermediate Algebra (MATH 109 or 110 w/C or higher or MATH ACT 19 or SAT 500); if MATH ACT 24 or SAT 580 or higher, student must substitute General Education Elective credits.	3

Tier 2 – Distribution Competencies

NATURAL SCIENCES COMPETENCY – Minimum 6 Credits with one lab course			
			3
			3
CULTURE COMPETENCY – Minimum 3 Credits from two different disciplines with one 200 level or higher No more than 3 Credits in Cultural Competency Activities			
			3
			3
			3
SELF AND SOCIETY COMPETENCY – Minimum 3 Credits from five different disciplines with one 200 level or higher			
ECON	221	Principles of Macroeconomics (MATH 109 or 110 w/C or higher or MATH 114, 115, 116, 117, 118, 119, 120, 122, or 128 or MATH ACT 19 or SAT 580)	3
ECON	222	Principles of Microeconomics (ECON 221)	3
			3
DIVERSITY – Competency met by 2 courses designated as Global and U.S. Diversity is satisfied by: <i>These courses can be met through the Culture and Self and Society Competency requirements.</i>			

Tier 3 – Application Competencies

COLLABORATION COMPETENCY – Competency met by 2 courses contained in the Major or Business Core:			
BUSN 499, MKTG 321, MGMT 350, MGMT 488			
PROBLEM SOLVING COMPETENCY – Competency met by 2 courses contained in the Major or Business Core:			
ACCT 201, ACCT 202, BUSN 499, MKTG 321, MGMT 350, MGMT 488			

ADDITIONAL GENERAL EDUCATION REQUIREMENT			
CHOOSE ONE	COMM 251 (COMM 121 or Instructor Permission)		3
	COMM 332 (COMM 121 w/C or higher)		
	COMM 336 (COMM 121)		
			3
			3
Business Administration with Concentrations degree students must complete 48 General Education credits to meet College of Business and University Requirements.			

BUSINESS ADMINISTRATION with Concentrations - 120 Credits

Bachelor of Science (BS)

College of Business

Freshman Seminar Requirement, FSUS 100, is satisfied by:

Business Core Requirements – 30 Credits Required (these courses ARE used in the core 2.0 GPA requirement)			Crs.	
ACCT	201	Principles of Financial Accounting (MATH 109 or 110 w/C- or higher or MATH 114, 115, 116, 117, 118, 119, 120, 126, 130, 132, or 135 or MATH ACT 19 or SAT 500)	3	
ACCT	202	Principles of Managerial Accounting (ACCT 201 w/C- or higher and MATH 114, 115, 116, or 117, or MATH ACT 24 or SAT 580)	3	
STQM	260	Introduction to Statistics (MATH 114, 115, 116, 120, 126, 130, 132, or 135, w/C- or higher or MATH ACT 24 or SAT 580)	3	
MGMT	301	Applied Management (None)	3	
BLAW	321	Contracts and Sales (None)	3	
MKTG	321	Principles of Marketing (ENGL 150 w/ C- or higher and Sophomore Status)	3	
ISYS	321	Business Information Systems (ACCT 202 and MKTG 321 and MGMT 301)	3	
FINC	322	Financial Management I (ACCT 202 and MATH 114 or 115 or MATH ACT 24 or SAT 580)	3	
MGMT	370	Quality-Operations Management (STQM 260 and Sophomore Status or Instructor Permission)	3	
BUSN	489	Integrating Experience (FINC 322 and MGMT 370 and MKTG 321 and Senior Status)	3	

Major Requirements – 30 Credits Required (these courses ARE used to calculate the major 2.0 GPA requirement)			Crs.	
ISYS	105	Introduction Microcomputer Systems and Software (None)	3	
MGMT	302	Team Dynamics and Organizational Behavior (Sophomore Status)	3	
CHOOSE ONE	INTB 310	International Business Systems (None)	3	
	INTB 335	Cross-Cultural Business (None)		
CHOOSE ONE		Accounting Elective	3	
		Finance Elective		
		Statistics Elective		
	MGMT 360	Management Metrics and Decision Making (None)		
MGMT	373	Human Resource Management (Sophomore Status)	3	
MGMT	447	Business Ethics and Social Responsibility (Junior Status)	3	
MGMT	488	Advanced Management Cases and Problems (FINC 322, MGMT 370, and MKTG 321)	3	
MGMT	491	Internship (HIGHLY RECOMMENDED) OR COB Directed Elective (Completion of 80 credits and Department Approval)	3	
		Directed Elective or related course toward concentration – Advisor Approval	3	
		Directed Elective or related course toward concentration – Advisor Approval	3	

BUSINESS ADMINISTRATION with Concentrations - 120 Credits

Bachelor of Science (BS)

College of Business

Choose one Concentration from Below or a College of Business Approved Minor or Certificate (Requires Advisor Approval) Must be 12 Credits or More				
ADVANCED FLEET MANAGEMENT - Choose four courses NOT in the Business Administration major or Business Core				
HEET	250	Planned Maintenance Systems (None)	2	
HEET	353	Fleet Management (None)	4	
MGMT	350	Management Metrics and Decision Making (None)	3	
RMIN	200	Foundations Risk Management and Insurance (None)	3	
NOTES: BLAW 321 and MGMT 301 are both covered in the core section				
HUMAN RESOURCE MANAGEMENT - Choose four courses NOT in the Business Administration major or Business Core				
BLAW	421	Employment Law (Junior Status or Instructor Permission)	3	
MGMT	375	Negotiations (Junior Status)	3	
MGMT	472	Compensation (MGMT 375 or Instructor Permission)	3	
CHOOSE TWO:	COMM 301	Interviewing (COMM 105 or 123)	4	
	COMM 366	Diversity and Communication (COMM 105, 121, 221 or COMM 121 with C or higher)		
	ECON 331	Labor Economic Labor Relations (ECON 232)		
	INTB 335	Cross-Cultural Business (None)		
	MGMT 338	Employee Benefits (MGMT 375 or Instructor Permission)		
	MGMT 385	Recruitment and Selection (MGMT 375 or Instructor Permission)		
	PSYC 328	Industry Organizational Psychology (PSYC 199)		
SOCY 340	Race and Ethnicity in the United States (SOCY 121, 123 or ANTH 122)			
NOTES: MGMT 375 is taken in the major to complete the requirement.				
INTERNATIONAL BUSINESS MANAGEMENT - Choose four courses NOT in the Business Administration major or Business Core				
INTB	320	International Logistics (None)	3	
INTB	335	Cross-Cultural Business (None)	3	
INTB	440	International Finance (Junior Status or Instructor Permission)	3	
MKTG	441	International Marketing (MKTG 121 w/ C- or higher and senior status)	3	
NOTES: Students must select one from area on minor sheet. INTB 319 is taken in the major to complete the requirements.				
RISK MANAGEMENT AND INSURANCE - Choose four courses NOT in the Business Administration major or Business Core				
BLAW	330	Insurance Law (None)	3	
RMIN	200	Foundations of Risk Management and Insurance (None)	3	
RMIN	252	Commercial Insurance (RMIN 200)	3	
RMIN	253	Personal Insurance (None)	3	
RMIN	320	Insurance Company Operations (RMIN 200)	3	
CHOOSE ONE:	MGMT 338	Employee Benefits (MGMT 375 or Instructor Permission)	3	
	MGMT 491	Management Internship (Completion of 80 semester hours and Department Approval)		
	RMIN 401	Risk and Insurance Technology (RMIN 200)		
	RMIN 454	Risk Management (RMIN 200)		
	RMIN 457	Enterprise Risk Management (RMIN 200)		
	RMIN 483	Insurance Agency Operations (RMIN 200)		
	RMIN 485	Risk and Insurance Seminar (RMIN 252 and RMIN 320)		
STDM 360	Risk Analysis and Strategy (STDM 260 w/C- or higher or Instructor Permission)			
		Directed Elective		

BUSINESS ADMINISTRATION with Concentrations - 120 Credits

Bachelor of Science (BS)

College of Business

LEAN SYSTEMS - Choose four courses NOT in the Business Administration major or Business Core				
MGMT	402	Six Sigma Process Management (MGMT 492 or MFGE 354)	3	
MGMT	412	Lean Culture and Skills Development (MGMT 492 or MFGE 354 or Instructor Permission)	3	
MGMT	422	Cost Management for Lean Systems (MGMT 492 or MFGE 354 and Junior Status)	3	
MGMT	432	Lean Logistics and Supply Management (MGMT 492 or MFGE 354 and Junior Status)	3	
CHOOSE ONE	MFGE 354	Lean Manufacturing (Junior Status)	3	
	MGMT 492	Lean Service Enterprise and Leadership (MGMT 305 or Junior Status)	3	
CHOOSE ONE	MGMT 305	Managerial Leadership (Second Semester Sophomore Status)	3	
	MGMT 370	Quality-Operations Management (STQM 360 and Sophomore Status or Instructor Permission)		
	MGMT 491	Management Internship (Completion of 80 semester hours and Department Approval)		
	MKTG 472	Supply Chain Management (MKTG 321 w/ C- or higher and MGMT 370)		
	STQM 351	Quality Control for Management (STQM 360 w/ C- or higher)		
LEADERSHIP AND PROJECT MANAGEMENT - Choose four courses NOT in the Business Administration major or Business Core				
MGMT	305	Managerial Leadership (Second Semester Sophomore Status)	3	
MGMT	350	Management Metrics and Decision Making	3	
MGMT	492	Lean Service Enterprise and Leadership (MGMT 305 or Junior Status)	3	
PROJ	320	Project Management Fundamentals (Sophomore Status or Instructor Permission)	3	
PROJ	350	Project Schedule (PROJ 320)	3	
PROJ	351	Project Communication (PROJ 320)	3	
OPERATIONS & SUPPLY MANAGEMENT - Choose four courses NOT in the Business Administration major or Business Core				
MFGE	351	Introduction to Industrial Engineering	3	
CHOOSE ONE	MFGE 354	Lean Manufacturing (Junior Status)	3	
	MGMT 492	Lean Service Enterprise and Leadership (MGMT 305 or Junior Status)		
MKTG	466	Purchasing (MKTG 321 w/ C- or higher)	3	
MKTG	472	Supply Chain Management (MKTG 321 w/ C- or higher or MGMT 370)	3	
STQM	351	Quality Control for Management (STQM 360 w/ C- or higher)	3	
NOTE: MGMT 370 is covered in the core.				
SMALL BUSINESS & ENTREPRENEURSHIP - Choose four courses NOT in the Business Administration major or Business Core				
MGMT	315	Entrepreneurship: Strategies and Planning (None)	3	
MGMT	320	Growing the Small Business (None)	3	
MGMT	350	Management Metrics and Decision Making (None)	3	
MGMT	411	Small Business Systems and Operations (None)	3	
MGMT	415	Entrepreneurial Opportunities (ACCT 201, 202, FINC 322, and MGMT 350)	3	
MGMT	491	Management Internship (Completion of 80 semester hours and Department Approval, Small Business Specific)	3	

BUSINESS ADMINISTRATION with Concentrations - 120 Credits

Bachelor of Science (BS)

College of Business

Semester-By-Semester Layout of Classes

FIRST YEAR

Fall Semester

Class	Credits
Culture Competency	3
ENGL 150	3
Self and Society Competency	3
ISYS 105	3
MATH 114 or MATH 115	4/3
Total Credits	15-16

Spring Semester

Class	Credits
COMM 121	3
Culture Competency	3
ECON 221	3
Natural Science Competency	3
STOM 260	3
Total Credits	15

Summer Semester

Class	Credits
Total Credits	

SECOND YEAR

Fall Semester

Class	Credits
ACCT 201	3
ECON 222	3
ENGL 250	3
MGMT 301	3
Natural Science Competency	3
Total Credits	15

Spring Semester

Class	Credits
ACCT 202	3
MKTG 321	3
MGMT 302	3
MGMT 373	3
General Education Elective	3
Total Credits	15

Summer Semester

Class	Credits
Total Credits	

THIRD YEAR

Fall Semester

Class	Credits
BLAW 321	3
Directed Elective (Minor or Concentration)	3
FINC 322	3
INTB 310 or INTB 335	3
MGMT 370	3
Total Credits	15

Spring Semester

Class	Credits
ACCT/FINC/STAT Elective or MGMT 350	3
Directed Elective (Minor or Concentration)	3
ENGL 325	3
ISYS 321	3
MGMT 491	3
Total Credits	15

Summer Semester

Class	Credits
Total Credits	

FOURTH YEAR

Fall Semester

Class	Credits
Culture Competency 200 Level	3
Directed Elective (Minor or Concentration)	3
Directed Elective (Minor or Concentration)	3
MGMT 447	3
MGMT 488	3
Total Credits	15

Spring Semester

Class	Credits
BUSN 499	3
COMM 251 and COMM 332, COMM 336	3
General Education Elective	3
Directed Elective (Minor or Concentration)	3
Directed Elective (Minor or Concentration)	3
Total Credits	15

Summer Semester

Class	Credits
Total Credits	

BUSINESS ADMINISTRATION with Concentrations - 120 Credits

Bachelor of Science (BS)

College of Business

DEGREE OUTCOMES

1. Graduates can demonstrate and show the interrelatedness of the elements of planning, organizing, leading, and controlling management functions.
2. Graduates can identify and appropriately evaluate the influence of internal factors such as organizational goals, structure, power, culture, human resources, technology, and resources in terms of managing an organization.
3. Graduates can identify and appropriately evaluate the influence of external factors and stakeholders affecting the organization's performance and business decisions from a managerial position.
4. Graduates have the ability to scan and recognize emergent and pending global threats and opportunities affecting the performance of the organization.
5. Graduates can create a plan to attract, develop, and maintain human resources to support organizational strategy consistent with legal and ethical standards.
6. Graduates can participate in team projects that demonstrate competence in achieving common goals.
7. Graduates can construct and deliver effective presentation skills to inform or persuade business goals, decisions, initiatives and/or results both orally and verbally.
8. Graduates have the ability to perform business planning and execute both strategic and tactical applications of technical and/or industry-specific knowledge and skill sets.

ADMISSION REQUIREMENTS

New Students SAT Scores

- 2.5 High School GPA (on a 4.0 scale)
- Two of the Three Criteria:
 1. SAT ERW score of 450 or higher
 2. SAT Math score of 500 or higher. Placement in MATH 109/110 will be considered (SAT MATH score of 480 or higher).
 3. SAT Composite of 900 or higher

New Students ACT Scores

- 2.5 High School GPA (on a 4.0 scale)
- Two of the Three Criteria:
 1. ACT English score of 16 or higher
 2. ACT Math score of 19 or higher
 3. ACT Reading score of 19 or higher

Transfer Students

- Combined college or university GPA of 2.35 (on a 4.0 scale) from all institutions attended. GPA based on completion of 12 credit hours or more. Developmental courses will not be considered in computing the GPA requirement.
- Transfer equivalency for PSU ENGL 150 or placement during the first semester at PSU which would require an ACT English score of 16 or higher; or SAT ERW score of 450 or higher; or Accuplacer English score of 6 or higher.
- Transfer equivalency for PSU MATH 114/115 or placement during the first semester at PSU which would require an ACT MATH score of 19 or higher; SAT MATH of 500 or higher; or Accuplacer Math scores: Elementary Algebra score 75 or higher and College Level Math 0-49.

BUSINESS ADMINISTRATION with Concentrations - 120 Credits

Bachelor of Science (BS)

College of Business

ADDITIONAL GRADUATION REQUIREMENTS

Students must:

- maintain a 2.00 cumulative GPA in all FSU courses
- have 40 credits at the 300/400 level
- have 30 credits of Ferris classes (FSU Residency requirement)
- have a minimum 120 total credits to earn a bachelor degree
- maintain a 2.00 cumulative GPA in the business core and the major
- To meet the College of Business ACBSP accreditation requirements, students must earn 40% of their total credits in General Education Classes. The University requires all BS Degrees be a minimum 120 credits. When meeting the 40% requirement, programs can use 5 credits from the Business Core in the calculation. To meet the ACBSP 40% General Education requirement, a 120-credit program would consist of 42 general education credits, 30 business core credits and 48 credits in the major.

NOTICE: Students who return to the university after an interrupted enrollment (not including summer semester) must normally meet the requirements of the curriculum, which are in effect at the time of their return, not the requirements which were in effect when they were originally admitted.



INTERNATIONAL BUSINESS - 18 Credits
Minor

INBU-MNR_2018_2019
College of Business

Student Name: _____

Student ID: _____

Prerequisites shown in parenthesis

REQUIRED COURSES – 3 Credits Required			Crs.	Gr.
INTB	310	International Business Systems (None)	3	
12 Credits Required				
CHOOSE FOUR	MGMT 301	Applied Management (None)	3	
	INTB 320	International Logistics (Junior Status)		
	INTB 335	Cross Cultural Business (None)		
	MGMT 377	Making a Global Workforce (MGMT 373 or Instructor Permission)		
	INTB 380	Regional Business Systems (INTB 310)		
	INTB 440	International France (Junior Status or Instructor Permission)		
	MKTG 441	International Marketing (MKTG 321 w/ C- or higher and Senior Status)		
3 Credits Required				
CHOOSE ONE	RELS 215	Comparative Religions (None)	3	
	GERM 297	Special Studies in German (None)	1-4	
	PLSC 325	International Organizations (None)	3	
	PLSC 331	Comparative world Governments (None)	3	
	FREN 331	French Culture (None)	3	
	SPAN 331	Contemporary Culture-Sociology of Spain (SPAN 202w/C or higher or instructor Permission)	3	
	SPAN 333	Contemporary Culture-Sociology of Hispanic America (SPAN 202 w/C or higher or Instructor Approval)	3	
	HST 341	US Foreign Policy 20 th Century (ENGL 150)	3	
	SOCY 344	World Urban Sociology (SOCY 121 or 122, or ANTH 122)	3	
	HST 360	Contemporary European History (ENGL 250)	3	
	HST 370	Modern Africa (ENGL 250)	3	
	HST 371	Modern China, Japan and Korea (None)	3	
	HST 372	Middle East in Modern Era (ENGL 250)	3	
	HST 373	20 th Century Russia (ENGL 250)	3	
	HST 375	Latin American History (ENGL 250)	3	
	COMM 365	Intercultural Communication (COMM 105, 121, or 221, or COMM 121 w/C or higher)	3	
	ANTH 385	Japanese Culture/Society (None)	3	
	ANTH 386	Japanese Culture/Society (None)	3	
	GERM 397	Special Studies in German (None)	1-4	
	GEOG 424	Current Global Problems (None)	3	
		Study Abroad or Equivalent	3	

INTERNATIONAL BUSINESS - 18 Credits

Minor

College of Business

DECLARATION OF MINOR

In addition to their major the student must declare the minor with the advisor **Professor David Nelson, (231) 591-2464, DN@ferris.edu**

STUDENT Signature

Date

MINOR ADVISOR Signature

Date

DEPARTMENT HEAD/CHAIR Signature

Date

ADMISSION REQUIREMENTS

Any person who is admitted to a Ferris State University Bachelor's degree program is welcome to obtain this minor.

ADDITIONAL GRADUATION REQUIREMENTS

1. At least one-half of the credits must be Ferris State University credits.
2. A maximum of 1/3 of the credits, but no more than 7 credits, may overlap with the student's major.
3. A minimum of fifty percent (50%) of the courses in the minor must be at the 200 or above level.
4. A 2.00 GPA is required for completion of the Minor.
5. A term prior to completion of the Minor, the student will log into MyFSU, and complete the "Apply for Graduation". You will receive an email back with the next steps to take. Once this is done the Graduation Secretary will notify the Registrar who will note the completion of the Minor.

NOTICE: Students who return to the university after an interrupted enrollment (not including summer semester) must normally meet the requirements of the curriculum, which are in effect at the time of their return, not the requirements which were in effect when they were originally admitted.



LEADERSHIP & SUPERVISION - 12 Credits

Certificate

LDSP-CERT_2018_2019

College of Business

Student Name: _____

Student ID: _____

Prerequisites shown in parentheses

REQUIRED COURSES - 6 Credits Required			Crs.	Gr.
MGMT	305	Managerial Leadership (None)	3	
MGMT	492	Lean Service Enterprise and Leadership (MGMT 305 or Junior Status)	3	

ELECTIVES - 6 Credits Required				
CHOOSE TWO	MGMT 301	Applied Management	3	
	MGMT 302	Team Dynamics and Organizational Behavior (Sophomore Status)	3	
	MGMT 370	Quality Operations Management (STQM 200 and Sophomore Status or Instructor Permission)	3	
	MGMT 373	Human Resource Management (Sophomore Status)	3	
	MGMT 375	Negotiations (Junior Status)	3	
	MGMT 412	Lean Culture and Skills Development (MGMT 492 or MPGE 304 or Instructor Permission)	3	
	MGMT 474	Cases on Strategy and Workforce Trends (MGMT 373 or Instructor Permission)	3	
	MGMT 491	Management Internship (Completion of 80 Semester Hours and Department Approval)	3	

CERTIFICATE OUTCOMES

Graduates will have skills for effective strategies and tools for managing real world organizational issues.

DECLARATION OF CERTIFICATE

Any person admitted to Ferris State University may enroll in courses for undergraduate COB certificates and must declare the certificate with the advisor Dr. Lisa Eschbach, (231) 591-3197, BUS 340

STUDENT Signature _____

Date _____

CERTIFICATE ADVISOR Signature _____

Date _____

DEPARTMENT HEAD/CHAIR Signature _____

Date _____

LEADERSHIP & SUPERVISION - 12 Credits

Certificate

College of Business

ADMISSION REQUIREMENTS

- Applicant should show proof of high school graduation with a 2.75 GPA. If it is determined by the COB Dean's Office/SAA that regular program admission criteria should be met in order to complete the certificate successfully and be a contributing member of the course, all college transcripts should be submitted to the Admissions Office. Once admitted, an advisor will be assigned by the College of Business in the certificate program.
- Dual enrolled/concurrent students must complete their high school degree (provide transcript) before the certificate will be granted from FSU.
- Students wishing to pursue a bachelor or associate's degree must meet the admission criteria for the program. This criteria review is initiated when the "Program Change Form" request is processed through the COB Dean's Office/SAA.

ADDITIONAL GRADUATION REQUIREMENTS

1. No more than 50% of the credits in a certificate may be transferred from another institution.
2. If a student is in a FSU degree-seeking program, the certificate will not be granted if more than 50% of the certificate credits are required in the program/major.
3. A 2.00 cumulative GPA is required for completion of the Certificate.
4. A term prior to completion of the Certificate, the student will log into MyFSU, and complete the "Apply for Graduation". You will receive an email back with the next steps to take. Once this is done, the Graduation Secretary will notify the Registrar who will note the completion of the Certificate.

NOTICE: Students who return to the university after an interrupted enrollment (not including summer semester) must normally meet the requirements of the curriculum, which are in effect at the time of their return, not the requirements which were in effect when they were originally admitted.



LEADERSHIP AND PROJECT MANAGEMENT - 18 Credits

LPMM-MNR_2018_2019

Minor

College of Business

Student Name: _____

Student ID: _____

Prerequisites shown in parentheses

REQUIRED COURSES – 18 Credits Required			Crs.	Gr.
MGMT	305	Managerial Leadership (None)	3	
PROJ	320	Project Management Fundamentals (Sophomore Status or Instructor Permission)	3	
PROJ	350	Project Scheduling (PROJ 320)	3	
MGMT	350	Management Metrics and Decision Making (None)	3	
PROJ	351	Project Communication (PROJ 320)	3	
MGMT	492	Lean Service Enterprise and Leadership (MGMT 305 or Junior Status)	3	

DECLARATION OF MINOR

In addition to their major the student must declare the minor with the advisor Dr. Lisa Eshbach, (231) 591-3197, BUS 340

STUDENT Signature

Date

MINOR ADVISOR Signature

Date

DEPARTMENT HEAD/CHAIR Signature

Date

ADMISSION REQUIREMENTS

Any person who is admitted to a Ferris State University Bachelor's degree program is welcome to obtain this minor.

ADDITIONAL GRADUATION REQUIREMENTS

1. At least one-half of the credits must be Ferris State University credits.
2. A maximum of 1/3 of the credits, but no more than 7 credits, may overlap with the student's major.
3. A minimum of fifty percent (50%) of the courses in the minor must be at the 200 or above level.
4. A 2.00 GPA is required for completion of the Minor.
5. A term prior to completion of the Minor, the student will log into MyFSU, and complete the "Apply for Graduation". You will receive an email back with the next steps to take. Once this is done the Graduation Secretary will notify the Registrar who will note the completion of the Minor.

NOTICE: Students who return to the university after an interrupted enrollment (not including summer semester) must normally meet the requirements of the curriculum, which are in effect at the time of their return, not the requirements which were in effect when they were originally admitted.



SMALL BUSINESS & ENTREPRENEURSHIP - 18 Credits

Minor

SBE-MNR_2018_2019

College of Business

Student Name: _____

Student ID: _____

Prerequisites shown in parentheses

REQUIRED COURSES – 18 Credits Required			Crs.	Gr.
MGMT	315	Entrepreneurship Strategies and Planning	3	
MGMT	320	Growing the Small Business	3	
MGMT	350	Management Metrics and Decision Making	3	
MGMT	411	Small Business Systems and Operations	3	
MGMT	415	Entrepreneurial Opportunities (ACCT 201, ACCT 202, FINC 322, and MGMT 350)	3	
MGMT	491	Management Internship (90 hours) – Small Business Specific	3	

DECLARATION OF MINOR

In addition to their major the student must declare the minor with the advisor **Dr. David Brown, (231) 591-2430, BUS 364**

STUDENT Signature _____

Date _____

MINOR ADVISOR Signature _____

Date _____

DEPARTMENT HEAD/CHAIR Signature _____

Date _____

ADMISSION REQUIREMENTS

Any person who is admitted to a Ferris State University Bachelor's degree program is welcome to obtain this minor.

ADDITIONAL GRADUATION REQUIREMENTS

1. At least one-half of the credits must be Ferris State University credits.
2. A maximum of 1/3 of the credits, but no more than 7 credits, may overlap with the student's major.
3. A minimum of fifty percent (50%) of the courses in the minor must be at the 200 or above level.
4. A 2.00 GPA is required for completion of the Minor.
5. A term prior to completion of the Minor, the student will log into MyFSU, and complete the "Apply for Graduation". You will receive an email back with the next steps to take. Once this is done the Graduation Secretary will notify the Registrar who will note the completion of the Minor.

NOTICE: Students who return to the university after an interrupted enrollment (not including summer semester) must normally meet the requirements of the curriculum, which are in effect at the time of their return, not the requirements which were in effect when they were originally admitted.

B: Faculty Vita

Dr. Catherine Browers EdD, MBA, CFEI

Ferris State University
COB - Management
(231) 591-3145
Email: CatherineBrowers@ferris.edu

Education

- EdD, Central Michigan University, 2013.
Major: Educational Leadership
Dissertation Title: Perceptions of Community College Doctoral Candidates Regarding necessary Leadership Competencies in Administrative Roles: A Qualitative Study
- MBA, Ferris State University, 2007.
Major: Business Administration
Supporting Areas of Emphasis: Quantitative/Qualitative Analysis
- BS, Ferris State University, 2004.
Major: Accountancy
- BS, Michigan State University, 1977.
Major: Human Environment and Design
Supporting Areas of Emphasis: Human Ecology

Professional Positions

Academic - P-12

- Interim Director of Finance, Chippewa Hills School District. (March 1, 2008 - December 22, 2008).
- Grattan Academy Middle/High School Principal, Choice Schools Associates. (August 2005 - December 2007).
- Business Manager, Free Soil Community Schools. (May 2003 - June 2005).
- Executive Director, Newaygo County Day Care Corporation. (December 1998 - August 2003).

Academic - Post-Secondary

- Assistant Professor, Ferris State University. (August 2015 - Present).
- Adjunct Professor, Ferris State University. (September 2008 - Present).

Professional

- Co-Owner and Operator, Stoney Grove Farms. (July 2004 - Present).
- Consultant, Integrated Professional Solutions. (May 2002 - Present).

Licensures and Certifications

- Certified Financial Education Instructor, National Financial Educator Council. (June 14, 2017 - Present).

Professional Memberships

- American Association of University Women. (September 1, 2015 - Present).
- Trustee, Mecosta-Osceola Intermediate School District. (July 1, 2015 - Present).
- Member, Association for Educational Communications and Technology. (August 1, 2013 - Present).
- Member, American Educational Research Association. (August 1, 2011 - Present).
- Institute of Management Accountants. (January 27, 2004 - Present).
- Alumnus, Omicron Delta Kappa. (May 2002 - Present).

Development Activities Attended

- Conference Attendance, "General Education and Assessment: Design Thinking for Student Learning," Association of American Colleges & Universities, Phoenix, Arizona, United States. (February 23, 2017 - February 25, 2017).

Conference Attendance, "Evidence-Based Teaching & Learning," Lilly North Conference, Traverse City, MI, USA. (October 20, 2016 - October 22, 2016).

Seminar, "Course Design Institute (CDI)," Faculty Center for Teaching and Learning, Big Rapids, Michigan, United States. (June 13, 2016 - June 17, 2016).

Conference Attendance, "2016 OLC Innovate," Online Learning Consortium and Merlot, New Orleans, Louisiana, United States. (April 20, 2016 - April 22, 2016).

Conference Attendance, "OLC International Conference," Online Learning Consortium, N/A, N/A, N/A. (October 14, 2015 - October 16, 2015).

Workshop, "On Course I Workshop." (August 11, 2014 - August 13, 2014).

Conference Attendance, "Learning Solutions Conference," The eLearning Guild, Orlando, Florida, USA. (March 19, 2014 - March 21, 2014).

9-Week Online Course, "COAT," University of Maryland, Big Rapids, Michigan, United States. (August 1, 2013 - November 1, 2013).

Workshop, "Building Online Learning Communities," FCTL, Big Rapids, Michigan, United States. (August 1, 2013 - November 1, 2013).

Conference Attendance, "General Education and Assessment Workshop," Association of American Colleges and Universities, Boston, Massachusetts, USA. (February 28, 2013 - March 2, 2013).

Book Discussion Group, "Brain Rules," FCTL, Big Rapids, Michigan, United States. (October 6, 2009 - November 11, 2009).

Teaching

Teaching Experience

Ferris State University

ACCT 201, Principles of Accounting 1, 16 courses.

ACCT 202, Principles of Accounting 2, 13 courses.

ACCT 221, Principles of Construction Acct, 5 courses.

ACCT 231, Payroll Accounting, 1 course.

ACCT 241, Computerized Accounting, 1 course.

FINC 322, Financial Management 1, 7 courses.

MGMT 301, Applied Management, 6 courses.

MGMT 350, Mgmt Metrics & Decision Making, 19 courses.

MGMT 411, Small Business Sys-Operations, 2 courses.

MGMT 415, Entrepreneurial Opportunities, 8 courses.

MISI 629, Legal, Ethical and Fraud Iss, 2 courses.

MMBA 506, Fin-Acct Sys and Analysis, 9 courses.

MMBA 606, Fin-Acct Sys and Analysis, 13 courses.

Non-Credit Instruction

Guest Lecture, Dankook University, South Korea, 1 participant. (July 8, 2016 - August 5, 2016).

Awards and Honors

Faculty Appreciation Honoree, Student Athlete Advisory Committee (SAAC)--FSU. (February 17, 2011).

Nomination, Adjunct Teaching Excellence Award, Office of Academic Affairs, FSU. (January 30, 2011).

PTM Faculty of the Year Award, Professional Tennis Management, FSU. (April 10, 2010).

SCHOLARSHIP AND Research

Presentations Given

Browers, C. (Author & Presenter), MAPEA Annual Symposium, "The Impact of Charter Schools on Public School Education," Michigan Association of Professors of Educational Administration, Mt. Pleasant, Michigan. (March 24, 2010).

Media Contributions

Internet

"Conversations on Inclusion" Event. (September 20, 2016).

Newspaper

Big Rapids Pioneer, Reed City Harold. (August 2005).

Radio

WBRN. (September 2006).

Contracts, Grants and Sponsored Research

Grant

Browsers, C. S. (Principal), Ho, H. W., "Diversity and Inclusion: Examination of business students' perceptions of diversity initiatives at a medium-sized university," Sponsored by Faculty Research Committee, Ferris State University, \$9,193.00. (April 1, 2017 - April 1, 2018).

Awards and Honors

Nomination, Outstanding Dissertation Award, Central Michigan University. (May 1, 2013).

Research in Progress

"Diversity & Inclusion: Examination of business students' perceptions of diversity initiatives at a medium-sized university" (On-Going).
This is a collaborative project working with members of the marketing and management departments in the College of Business. Quantitative data will be collected in September, 2017. Qualitative information will be collected subsequent to quantitative findings. Results of this project will be converted into a research article that can be submitted into one of the higher education conferences for peer review publication by the end of December, 2018.

Service

University Service

Collaborative partners to improve two programs offered by different departments within the university;, COB Management Department/CLACS. (September 7, 2017 - Present).

Committee Member, E-Learning Advisory Team (EMAT). (April 24, 2017 - Present).

Attendee, Meeting, University-Wide Diversity Committee. (November 21, 2016 - Present).

Faculty Mentor, Snow Shredders. (October 26, 2016 - Present).

Advisor, Omicron Delta Kappa. (June 2016 - Present).

Committee Member, General Education Problem Solving Committee. (October 3, 2015 - Present).

Committee Member, Learning Technologies Advisory Board (LTAB). (August 26, 2015 - Present).

Committee Chair, Committee on Inclusion. (August 25, 2015 - Present).

Committee Member, Center for Global studies and Engagement. (November 13, 2016 - May 26, 2017).

Volunteer. (May 1, 2017).

Guest Speaker, Omicron Delta Kappa. (April 18, 2017).

Committee Member, Improving Student Success Online (ISSO). (August 27, 2014 - April 17, 2017).

Volunteer. (April 8, 2017).

Attendee, Award Ceremony, College of Business. (April 7, 2017).

Faculty Advisor, Coalition Against Slavery. (February 14, 2017 - April 6, 2017).

Committee Member, MGMT 301 Course Review. (August 24, 2016 - December 2, 2016).

Volunteer, College of Business. (September 8, 2016).

Participant for evaluating high school student business concepts, DECA. (December 4, 2012 - January 28, 2016).

Volunteer, College of Business. (September 18, 2015).

Student Org Advisor (Professional Org), Delta Sigma Pi. (August 30, 2014 - May 5, 2015).

Task Force Member, General Education Task Force. (September 7, 2013 - April 11, 2014).

Professional Service

Guest Speaker, Dankook University, Jukjeon-ro, Suji-gu, Yongin-si, Gyeonggi-do, Gyeonggi Province. (July 9, 2016 - August 5, 2016).

Public Service

Board Member, Mecosta-Osceola Intermediate School District, Big Rapids, Michigan. (July 1, 2015 - Present).

Officer, Vice President, Chippewa Hills School District, Remus, MI. (June 1, 2009 - December 31, 2014).

Officer, President/Elect/Past, Woodbridge Group, Big Rapids, Michigan. (June 1, 2005 - June 30, 2012).

Chairperson, Halloween in the Park, Reed City, Michigan. (October 21, 2005 - October 13, 2007).

Program Organizer, Newaygo County Day Care Corporation, Newaygo, Michigan. (May 15, 1999 - October 23, 2004).

Consulting

Non-Profit Organizations, Institute for the Arts and Education, Inc., P.O. Box 79, Milford, MI 48381-0079. (May 12, 2015 - Present).

Awards and Honors

Service, Community

Certificate of Appreciation, Chippewa Hills Board of Education and Administration. (December 8, 2014).

Governor's Quality Care Award, State of Michigan. (June 19, 2000).

Service, University

Outstanding Service to Students, College of Business. (April 25, 2017).

Outstanding Service--Committee on Inclusion, College of Business. (April 25, 2017).

Dr. Beverly J. DeMarr
Ferris State University
COB - Management
(231) 591-3756
Email: BeverlyDeMarr@ferris.edu

Education

PhD, Michigan State University, 1996.
Major: Organizational Behavior/Human Resource Management
Supporting Areas of Emphasis: Management; Industrial/Organizational Psychology
Dissertation Title: The role of stress in employee preferences for family-friendly benefits: Testing an integrated model

MLIR, Michigan State University, 1991.
Major: Organizational Behavior/Human Resource Management

MBA, F.E. Seidman School of Business/ Grand Valley State University, 1988.

BS, Aquinas College, 1982.

Professional Positions

Academic - Post-Secondary

Professor of Management, Ferris State University. (August 2000 - Present).

Associate Professor of Management, Davenport College of Business. (September 1992 - June 2000).

Research Assistant, Graduate School of labor and Industrial Relations, Michigan State University. (September 1991 - April 1995).

Visiting Instructor of Management, F.E. Seidman School of Business, Grand Valley State University. (May 1988 - August 1992).

Adjunct Instructor of Information Systems, Baker College of Muskegon. (September 1987 - June 1988).

Professional

Senior Programmer/Analyst, The Shaw Walker Company. (February 1986 - January 1988).

Programmer/Analyst III, Brunswick Division, Brunswick Corp. (October 1984 - February 1986).

Programmer/Analyst, Kaydon Corporation. (June 1981 - October 1984).

Junior Programmer, GTE Data Services. (September 1979 - June 1981).

Licensures and Certifications

Court rostered Domestic Relations Mediator, Muskegon County 14th Judicial Circuit Court. (December 2008 - December 2011).

40 hour Community Dispute Resolution (CDRP) Trainer, Michigan State Court Administrative Office. (2008 - 2011).

SPHR, Society of Human Resource Management (SHRM). (December 2002 - December 2005).

Professional Memberships

Women's Division Chamber of Commerce Muskegon County. (December 2010 - Present).

Ambassador, Community Foundation for Muskegon County. (September 2010 - Present).

Chair 2016-2019, Academy of Management Teaching Theme Committee. (August 2010 - Present).

Organizational Behavior Teaching Society. (2006 - Present).

Academy of Management. (1995 - Present).

Development Activities Attended

Self-Study Program, "Blackboard 9.1 training part 1," FSU Center for Teaching & Learning, Big Rapids, MI. (June 2012 - July 2012).

Self-Study Program, "Blackboard 9.1 training part 2," FSU Center for Teaching & Learning, Big Rapids, MI. (June 2012 - July 2012).

Continuing Education Program, "Quality Assurance Training for Mediators," Muskegon, MI, US. (September 22, 2010).

Continuing Education Program, "Advanced Mediator Training "Drafting Enforceable Agreements"," Grand Rapids, MI, US. (July 22, 2010).

Continuing Education Program, "Advanced Mediator Training "Is there a Role for Humor in Mediation?"," Muskegon, MI, US. (May 12, 2010).

Continuing Education Program, "Power Imbalances in Mediation," Muskegon, MI, US. (May 14, 2009).

Continuing Education Program, "Diversity Training," Muskegon, MI, US. (November 17, 2008).

Continuing Education Program, "Effective Apologies in Mediation," Muskegon, MI, US. (May 15, 2008).

Continuing Education Program, "Togetherness: Effective Use of Joint Sessions," Muskegon, MI, US. (March 26, 2008).

Continuing Education Program, "Mediator's Update and Review," Muskegon, MI, US. (2007).

Continuing Education Program, "Generating Options," Muskegon, MI, US. (November 7, 2007).

Workshop, "FSU Center for teaching and Learning," FSU, Big Rapids, MI, US. (2005 - 2006).

Teaching

Teaching Experience

Ferris State University

MGMT 302, Team Dynamics - Org Behavior, 11 courses.
MGMT 373, Human Resource Management, 10 courses.
MGMT 375, Negotiations, 11 courses.
MGMT 472, Compensation, 7 courses.

Directed Student Learning

Honor's Program Senior Symposium Consulting Faculty. (March 2018 - Present).
Advised: Chelsea Crandall

Master's Thesis Committee Member. (November 2009 - October 2010).
Advised: Michelle Perkins

Master's Thesis Committee Chair. (February 2004 - August 2004).
Advised: Salomon Engles

Awards and Honors

Certificate of Excellence, FSU Online Teaching and Learning Committee. (April 2013).

Excellence in Online Teaching, FSU Academic Affairs. (February 2011).

Nomination for Ferris State University's Distinguished Teacher Award. (2005).

Nomination in Who's Who Among American Teachers. (2005).

Ferris State University Student Affairs Division Faculty/Staff Appreciation Award, FSU. (2002).

Ferris State University's 7th Annual Student Satisfaction Survey., FSU. (2001).

Davenport College Faculty Merit Grant, Davenport University. (1999).

SCHOLARSHIP AND Research

Published Intellectual Contributions

Books

DeMarr, B. J., de Janasz, S. C. (2018). *Negotiation & Dispute Resolution, second edition* (2nd ed.). Chicago, IL: Chicago Business Press.

DeMarr, B. J., de Janasz, S. (2013). *Negotiation and Dispute Resolution, first edition* (1st ed.). Pearson/Prentice-Hall.

Conference Proceedings

Fender, C. M., DeMarr, B. J. (2016). *United We Win*. Proceedings of the Annual Organizational Behavior Teaching Conference.

DeMarr, B. J., Fender, C. M., Stickney, L. T. (2015). *Creating Community and Early Engagement: Sharing as a Community of Educators*. Proceedings of the Annual Organizational Behavior Teaching Conference.

Fender, C. M., Stickney, L. T., DeMarr, B. J. (2014). *Helping the Beethoven lover in Opryland: Learning to hear different voices*. Proceedings of the Annual Organizational Behavior Teaching Conference.

DeMarr, B. J., Fender, C. M., Stickney, L. T. (2013). *Are you ready for a throw-down? A foodie's approach to teaching conflict management*. Organizational Behavior Teaching Society.

DeMarr, B. J., Stickney, L. T., Verbos, A. K. (2012). *Sustaining Your Ability to Be a Rose Among Thorns*. Organizational Behavior Teaching Society.

- DeMarr, B. J., Stickney, L. T., DeMarr, B. J. (2011). *Say Cheese! Using Wisconsin's finest to Demonstrate the Use of Assessment Rubrics*. Proceedings of the Annual Organizational Behavior Teaching Society conference..
- DeMarr, B. J., Stickney, L. T., Bell, S. E. (2010). *Come to the movies! Bringing the reel world into the classroom*.. Proceedings of the Annual Organizational Behavior Teaching Conference..
- DeMarr, B. J., Stickney, L. T., Bell, S. E. (2010). *Come to the movies! Bringing the reel world into the classroom*.. Proceedings of the Annual Organizational Behavior Teaching Conference..

Other

- DeMarr, B. J., de Janasz, S. C. (2018). *Negotiation & Dispute Resolution, Instructor's Manual* (2nd ed.). Chicago, IL: Chicago Business Press.
- de Janasz, S. C., DeMarr, B. J. (2012). *Bad Times Let the Good Times Roll: How to Negotiate Advancement in a Troubled Economic Environment*. Lausanne: IMD; Reprinted by NA24 in Norway, The Straights Times in Singapore, and on the website of Businessworld magazine in India..
- DeMarr, B. J., de Janasz, S. (2012). *Negotiation and Dispute Resolution Instructor's Manual* (1st ed.). Pearson/Prentice-Hall.
- DeMarr, B. J. (2008). In A. Gilley, J.W. Gilley, S. A. Quatro, & P. Dixon (Eds.), *Arbitration*. Westport, CT: Praeger.
- DeMarr, B. J. (2008). In A. Gilley, J.W. Gilley, S. A. Quatro, & P. Dixon (Eds.), *Pay for Performance*. Westport, CT: Praeger.
- DeMarr, B. J. (1997). *Blackwell Encyclopedic Dictionary of Human Resource Management*.

Refereed Journal Articles

- DeMarr, B. J. (2002). Ethical compliance programs and corporate illegality: Testing the assumptions of the corporate sentencing guidelines. *Journal of Business Ethics, 37* (4), 367-383.
- DeMarr, B. J. (1999). Work-Family role synthesis: Individual, family, and organizational determinants. *International Journal of Conflict Management, 10* (2), 103-130.
- DeMarr, B. J. (1998). Career self-management: A quasiexperimental field assessment of motivational influences on the effects of a training intervention. *Personnel Psychology, 51* (4), 935-962.
- DeMarr, B. J. (1995). Job burnout and satisfaction in information services: Antecedents and Consequences. *Industrial Relations, 10*-20.
- DeMarr, B. J. (1994). The dominant logic of employer-sponsored work and family initiatives: Human resource manager's institutional role. *Human Relations, 47* (9), 1121-1148.
- DeMarr, B. J. (1993). Assessing employee's emerging elder care needs and reactions to dependent care benefits. *Public Personnel Management, 22* (4), 617-638.

Presentations Given

- McKendall, M. A., DeMarr, B. J., Management & Organizational Behavior Teaching Conference, "Grading: Providing feedback while maintaining your sanity," Management & Organizational Behavior Teaching Society, Coastal Carolina University, Myrtle Beach, SC. (June 2018).
- Taylor, V., Stickney, L., Fender, M., DeMarr, B. J., Management & Organizational Behavior Teaching Conference, "Lost in Translation: Helping Students Understand Scholarly Works," m, Coastal Carolina University, Myrtle Beach, SC. (June 2018).
- Fender, C. M. (Author & Presenter), DeMarr, B. J. (Author & Presenter), Annual Organizational Behavior Teaching Conference, "United We Win," Organizational Behavior Teaching Society, North Canton, OH. (June 2016).
- DeMarr, B. J. (Author & Presenter), Ferrante, C. J. (Author & Presenter), Hannah, C. A. (Author & Presenter), Ritter, B. A. (Author & Presenter), Ungaretti, T. (Author & Presenter), Annual Academy of Management meeting, "Back to the future: A TTC interactive workshop," Academy of Management, Vancouver, BC. (August 7, 2015).
- de Janasz, S. C. (Author & Presenter), Goldberg, C. (Author & Presenter), Marler, J. H. (Author & Presenter), Rosen, C. C. (Author & Presenter), Bows-Sperry, L. (Author & Presenter), Crossman, R. E. (Author & Presenter), DeMarr, B. J. (Author & Presenter), Ensher, E. (Author & Presenter), Forret, M. L. (Author & Presenter), Kaplan, D. M. (Author & Presenter), Lobel, S. (Author & Presenter), Peiperl, M. (Author & Presenter), Schneer, J. A. (Author & Presenter), Whiting, V. R. (Author & Presenter), Berkley, R. A., Annual Academy of Management meeting, "Innovative and Experiential Approaches to Teaching HRM II," Academy of Management, Vancouver, BC. (August 7, 2015).
- de Janasz, S. C. (Author & Presenter), Goldberg, C. (Author & Presenter), Baack, S. A. (Author & Presenter), Behson, S. J. (Author & Presenter), Blockson, S. J. (Author & Presenter), Bows-Sperry, L. (Author & Presenter), Cooper, L. (Author & Presenter), Crossman, R. E. (Author & Presenter), DeMarr, B. J. (Author & Presenter), Ensher, E. (Author & Presenter), Forret, M. L. (Author & Presenter), Peiperl, M. (Author & Presenter), Schneer, J. A. (Author & Presenter), Whiting, V. R. (Author & Presenter), Berkley, R. A., Annual Academy of Management meeting, "Innovative and Experiential Approaches to Teaching HRM III," Academy of Management, Anaheim, CA. (August 7, 2015).
- DeMarr, B. J. (Author & Presenter), Fender, C. M. (Author & Presenter), Stickney, L. T. (Author & Presenter), Annual Organizational Behavior Teaching Conference, "Creating Community and Early Engagement: Sharing as a Community of Educators," Organizational Behavior Teaching Society, LaVerne, CA. (June 2015).

- de Janasz, S. C. (Author & Presenter), Goldberg, C. (Author & Presenter), Behson, S. J. (Author & Presenter), Berkley, R. A. (Author & Presenter), Bowes-Sperry, L. (Author & Presenter), DeMarr, B. J. (Author & Presenter), Ensher, E. (Author & Presenter), Forret, M. L. (Author & Presenter), Kaplan, D. M. (Author & Presenter), Lankau, M. J. (Author & Presenter), Peiperl, M. (Author & Presenter), Schneer, J. A. (Author & Presenter), Valcour, M. (Author & Presenter), Van Emmerick, H. (Author & Presenter), Annual Academy of Management meeting, "Experiential HR: A potluck for reviving and expanding your repertoire," Academy of Management, Philadelphia, PA. (August 2, 2014).
- Stickney, L. T. (Author & Presenter), Fender, C. M. (Author & Presenter), DeMarr, B. J. (Author & Presenter), Annual Organizational Behavior Teaching Conference, "Are you ready for a throw-down? A foodie's approach to teaching conflict management," Organizational Behavior Teaching Society, Nashville, TN. (June 2014).
- Stickney, L. T., Arnaud, A., DeMarr, B. J., Fender, C. M., Annual Academy of Management meetings, "Issues in Testing: A Rotating Roundtable," Academy of Management, Orlando, FL. (August 2013).
- DeMarr, B. J. (Author & Presenter), Fender, C. M. (Author & Presenter), Stickney, L. T. (Author & Presenter), Annual Organizational Behavior Teaching Conference, "Are you ready for a throw-down? A foodie's approach to teaching conflict management," Organizational Behavior Teaching Society, Asheville, NC. (June 2013).
- DeMarr, B. J. (Author & Presenter), Stickney, L. T. (Author & Presenter), Verbos, A. K. (Author & Presenter), Annual Organizational Behavior Teaching Conference, "Sustaining Your Ability to Be a Rose Among Thorns," Organizational Behavior Teaching Society, St. Catharines, Ontario. (June 2012).
- DeMarr, B. J. (Author & Presenter), Stickney, L. T. (Author & Presenter), Fertig, J. (Author & Presenter), Annual Academy of Management meetings, "Are you hungry for Knowledge? Using food to explore diversity and further cultural understanding," Academy of Management, San Antonio, TX. (August 2011).
- DeMarr, B. J. (Author & Presenter), Stickney, L. T. (Author & Presenter), Annual Organizational Behavior Teaching Society conference, "Say Cheese! Using Wisconsin's Finest to Demonstrate the Use of Assessment Rubrics," Organizational Behavior Teaching Society, Marquette University, Milwaukee, WI. (June 2011).
- DeMarr, B. J. (Presenter), Spring Learning Institute, "From Chaos to Order: Faculty Reflections on Pitfalls and Successes in Fully Online Courses," FSU Faculty Center for Teaching and Learning, Big Rapids, MI. (April 29, 2011).
- DeMarr, B. J. (Presenter), Discussions on Teaching & Learning Series, "From Chaos to Order: Faculty Reflections on Pitfalls and Successes in Fully Online Courses," FSU Faculty Center for Teaching and Learning, Big Rapids, MI. (March 15, 2011).
- DeMarr, B. J. (Author & Presenter), "The Gender Pay Gap: Only 23 Cents," American Association of University Women (AAUW), Big Rapids, MI. (February 15, 2011).
- DeMarr, B. J. (Author & Presenter), Stickney, L. T. (Author & Presenter), Bell, S. E. (Author & Presenter), Annual Organizational Behavior Teaching Conference, "Come to the movies! Bringing the reel world into the classroom," Organizational Behavior Teaching Society, Albuquerque, NM. (June 2010).
- DeMarr, B. J., Kaplan, D. M. (Author & Presenter), Berkley, R. A. (Author & Presenter), DeMarr, B. J. (Author & Presenter), Stickney, L. T. (Author & Presenter), Annual Organizational Behavior Teaching Society conference, "Out of the Closet and Into the Classroom," Organizational Behavior Teaching Society, Albuquerque, NM. (June 2010).
- DeMarr, B. J. (Author & Presenter), Women in the Workforce: The Impact of the Labor Movement, "Tales from the Labor Union Trenches," Ferris State University. (March 16, 2010).
- DeMarr, B. J., Berkley, R. E. (Author & Presenter), Whelan-Berry, K. S. (Author & Presenter), de Janasz, S. (Presenter), Hudson, B. (Presenter), Scribner, S. (Presenter), Beatty, J. E., Annual Academy of Management meetings, "It's Not Easy Being Green: Lessons on Coping with a Career Crisis," Academy of Management, Chicago, IL. (August 2009).
- DeMarr, B. J. (Author & Presenter), Stickney, L. T. (Author & Presenter), Annual Organizational Behavior Teaching Society conference, "Once upon a time. . . Using Storytelling to Enhance the OB Learning Experience," Organizational Behavior Teaching Society, College of Charleston, Charleston, S.C. (June 2009).
- DeMarr, B. J. (Author & Presenter), Annual Academy of Management meetings, "Do the ends justify the means? Informing negotiation education and scholarship through debate," Academy of Management, Anaheim, CA. (August 2008).
- DeMarr, B. J. (Presenter), Annual Academy of Management meetings, "Perceiving Diversity in Organizations: The Effects of Perceived Discrimination, Inclusiveness and Psychological Contract Violation," Academy of Management, Anaheim, CA. (August 2008).
- DeMarr, B. J. (Author & Presenter), Annual Organizational Behavior Teaching Society conference, "Ethics anyone? Infusing ethics in your courses.," Organizational Behavior Teaching Society, Babson College, Wellesley, MA. (June 2008).
- DeMarr, B. J., Academy of Management, "Conflict and Negotiation II," Academy of Management, Philadelphia, Pennsylvania. (2007).
- DeMarr, B. J., Organizational Behavior Teaching Conference, "Mid-career renewal: How to avoid becoming Misery's Company," Malibu, California. (2007).
- DeMarr, B. J., Academy of Management, "Navigating Work and Family: Policies, Time Norms and Enrichment," Academy of Management, Philadelphia, Pennsylvania. (2007).
- DeMarr, B. J., Organizational Behavior Teaching Conference, "Publishing Without Perishing: The Joy of Writing, When it's not for tenure.," Malibu, California. (2007).

- DeMarr, B. J., Organizational Behavior Teaching Conference, "can you negotiate anything? Identifying and sharing best practices in teaching negotiation," Rochester, NY. (2006).
- DeMarr, B. J., Academy of Management, "The lonely workplace? Social isolation and Exclusion," Academy of Management, Atlanta, Georgia. (2006).
- DeMarr, B. J., Winter Rejuvenation Program, "Managing People: Conflict on the Job.," Big Rapids, MI. (January 2006).
- DeMarr, B. J., Academy of Management, "Diversity & Human Resources: Selection, Referral, and Under-Representation," Academy of Management, Honolulu, Hawaii. (2005).
- DeMarr, B. J., Lilly North Conference on College Teaching, "Gown and Town: Possibilities and Pitfalls," Traverse City, Michigan. (2005).
- DeMarr, B. J., Academy of Management, "Professional Service session in the Gender and Diversity in Organizations Division," Academy of Management, New Orleans, Louisiana. (2004).
- DeMarr, B. J., Lilly North Conference on College Teaching, "Connecting with university services: Theory application for student's career self management," Big Rapids, MI. (September 2002).
- DeMarr, B. J., Academy of Management, "Personal and Interpersonal Influences on Work-Family Conflict," Academy of Management, Washington, District of Columbia. (August 2002).
- DeMarr, B. J., Academy of Management, "Legal, Institutional, and Arbitration Perspectives on Discrimination.," Toronto, Ontario. (August 2000).
- DeMarr, B. J., Decision Sciences Institute, "Ethical practices and Corporate illegality," Athens, Greece. (July 1999).
- DeMarr, B. J., Annual Conference of Industrial/Organizational Psychology, "Dependent care: Coping with emergencies and support for family-friendly," Atlanta, Georgia. (May 1999).
- DeMarr, B. J., Academy of Management, "Work/Family programs and alternative work arrangements session.," Academy of Management, San Diego, CA. (August 1998).
- DeMarr, B. J., Annual Conference of Industrial/Organizational Psychology, "Caring for Children or Elders: Is Dependent care Always Dependent care?," Dallas, Texas. (April 1998).
- DeMarr, B. J., "Managing a Diverse Workforce," Professional Managers Network of the General Motors Steel Fabrication Division. (1997).
- DeMarr, B. J., Academy of Management, "The role of stress in employee preferences for family friendly benefits: Testing of an integrated model," Academy of Management, Boston, Massachusetts. (August 1997).
- DeMarr, B. J., Academy of Management, "Work and Family Matters: A boundary management perspective on the work-family interface.," Academy of Management, Boston, Massachusetts. (August 1997).
- DeMarr, B. J., Annual Conference of Industrial/Organizational Psychology, "Self-Management of work and family roles: Individual and organizational determinants of role synthesis.," St. Louis, Missouri. (April 1997).
- DeMarr, B. J., "Integrative Negotiation- Nobody Loses'," West Michigan Chapter of the National Contract Management Association. (1995).
- DeMarr, B. J., Academy of Management, "Personal and contextual influences on career outcomes.," Academy of Management, Vancouver, British Columbia. (August 1995).
- DeMarr, B. J., Annual Meeting of the Industrial Relations Research Association, "Job burnout and satisfaction in information services: Antecedents and Consequences," Washington, District of Columbia. (January 1995).
- DeMarr, B. J., Academy of Management, "Reconceptualizing Dependent Care," Academy of Management, Atlanta, Georgia. (August 1993).
- DeMarr, B. J., "Job Burnout: Are IS Professionals at Risk?," Lake Michigan Regional Users Group (Hewlett Packard). (1992).

Media Contributions

Newspaper

- Shoreline Business Monthly. (1999).
- Shoreline Business Monthly. (1998).

Research in Progress

- "Charting participation: Encouraging, assessing, and rewarding student participation".
Session proposal submitted to the 44th Annual Organizational Behavior Teaching Conference, Providence, RI. June 14-17.
- "Innovative and Experiential Approaches to Teaching HRM IV".
Workshop to be presented at the Annual Academy of Management meetings, Atlanta, GA, August 4-8.
- "Publish don't perish: Charting the course for writing a book".
Session proposal submitted to the 44th Annual Organizational Behavior Teaching Conference, Providence, RI. June 14-17.

Service

University Service

Committee Chair, Human Resource Program Review Panel. (August 2016 - Present).

Committee Member, Departmental Tenure Committee. (2012 - Present).

Committee Member, College of Business Promotion/Merit Committee. (2014 - 2016).

Guest Speaker, COMM 365. (November 8, 2016).

Guest Speaker, COMM 366. (March 22, 2016).

Guest Speaker, Delta Sigma Pi. (April 21, 2015).

Guest Speaker, COMM 366. (February 17, 2015).

Committee Member, College of Business Sabbatical Review Committee. (2013 - 2014).

Guest Speaker, COMM 365. (November 4, 2014).

Guest Speaker, COMM 366. (March 26, 2013).

Committee Member, College of Business Curriculum Committee. (2009 - 2012).

Special Institutional Assignment. (September 25, 2012).

Committee Chair, Human Resource Program Review Panel. (2010 - 2011).

Special Institutional Assignment. (April 29, 2011).

Special Institutional Assignment. (March 22, 2011).

Special Institutional Assignment. (March 15, 2011).

Committee Member, Search Committee. (2009).

Committee Member, Search Committee. (2008 - 2009).

Committee Member, College of Business Professional Development Team. (2006 - 2009).

Committee Member, Ferris State University Speech Communication General Education Assessment Committee. (2005 - 2008).

Guest Speaker, Ferris State Professional Women's Fall Commencement Breakfast. (2006 - 2007).

Committee Member, College of Business Continuous Quality Improvement Coordination Committee. (2005 - 2006).

Committee Chair, College of Business Promotion/Merit Committee. (2005 - 2006).

Chairperson, Faculty Assessment task Force for Davenport College. (2005 - 2006).

Committee Member, Ferris State University President's Task Force on Student Engagement. (2005 - 2006).

Committee Member, Search Committee. (2005 - 2006).

Co-Chair, College of Business Professional Development Team. (2004 - 2006).

Committee Member, College of Business Curriculum Committee. (2003 - 2006).

Faculty Advisor, Society Of Human Resource Management Student Chapter. (2000 - 2006).

Committee Member, College of Business Promotion/Merit Committee. (2004 - 2005).

Committee Member, College of Business Student Excellence Awards Committee. (2004 - 2005).

Committee Chair, College of Business Vision/Mission Committee Chair. (2004 - 2005).

Committee Chair, Human Resource Program Review Panel. (2004 - 2005).

Committee Member, College of Business Strategic Planning Committee. (2003 - 2004).

Assigned Faculty, Independent Studies. (2003 - 2004).

Faculty Representative, State Business Professionals of America (BPA) competition. (2003 - 2004).

Faculty Representative, State DECA Competition - Dearborn, MI. (2003 - 2004).

Committee Member, College of Business Assistant Dean for Advancement Search Committee. (2002 - 2003).

Committee Chair, College of Business Management Department Head Search Committee. (2002 - 2003).

Committee Member, Recruiting, Retention, and Marketing Committee. (2001 - 2002).

Faculty Representative, Scholarship Development. (2001 - 2002).

Committee Member, Search Committee. (2001 - 2002).

Faculty Advisor, Davenport College, Society of Human Resource Management Student Chapter. (1998 - 2001).

Committee Member, Faculty Advocacy Committee for Davenport College. (1998 - 2001).

Co-Chair, Interdepartmental Curriculum task Force for Davenport College. (1996 - 1997).

Committee Member, National Central Association Self-Study committee on institutional effectiveness. (1996 - 1997).

Professional Service

Reviewer, Ad Hoc Reviewer, Management Teaching Review. (2016 - Present).

Reviewer, Ad Hoc Reviewer, Journal of Management Education. (2012 - Present).

Reviewer, Ad Hoc Reviewer, Organizational Behavior Teaching Society Conference. (2009 - Present).

Reviewer, Ad Hoc Reviewer, Personnel Review (Journal). (2015).

Reviewer, Ad Hoc Reviewer, John Cook School of Business, Saint Louis University, St. Louis, MO. (September 2014).

Reviewer, Conference Paper, Academy of Management National Conference. (1998 - 2012).

Reviewer, Ad Hoc Reviewer, E. Craig Wall College of Business, Coastal Carolina University, Conway, SC. (November 2012).

"Emergency Reviewer", Academy of Management. (2009).

"Emergency Reviewer", Academy of Management. (2005).

Public Service

Ambassador, Community Foundation for Muskegon County, Muskegon, MI. (September 2010 - Present).

Member, Women's Division Chamber of Commerce, Muskegon, MI. (May 2010 - Present).

Board Member, Westshore Dispute Resolution Center, Muskegon, MI. (January 2007 - 2011).

Committee Chair, Westshore Dispute Resolution Center, Training Committee, Muskegon, MI. (November 2006 - 2011).

Committee Member, Westshore Dispute Resolution Center, Quality Assurance Committee, Muskegon, MI. (January 2006 - 2011).

Community Mediator, Dispute Resolution Center of West Michigan, Grand Rapids, MI. (June 2004 - 2011).

Community Mediator, Westshore Dispute Resolution Center, Muskegon, MI. (June 2004 - 2011).

Victim/Offender Mediator, Brian P. Mattson Restorative Justice Center. (June 2005 - 2009).

Consulting

Government, Westshore Dispute Resolution Center, Muskegon Michigan. (2005 - 2011).

Panel Discussion, Inter-Colligate Minority Affairs Network. (1998).

Dr. Lisa Eshbach
Ferris State University
COB - Management
(231) 591-3197
Email: LisaEshbach@ferris.edu

Education

- PhD, Wayne State University, 2004.
Major: Industrial Engineering and Business Administration
Supporting Areas of Emphasis: Lean Manufacturing
Dissertation Title: APPLICATION OF LEAN MANUFACTURING IN A PROJECT MANAGEMENT ENVIRONMENT
- MS, Wayne State University, 2002.
Major: Industrial Engineering
- MS, Central Michigan University, 1997.
Major: International Administration
Supporting Areas of Emphasis: International Business
Dissertation Title: Application of Business Process Reengineering
- AAS, Michigan Technological University, 1993.
Major: Electrical Engineering
- BS, Michigan Technological University, 1992.
Major: Business Administration
Supporting Areas of Emphasis: Industrial Engineering

Professional Positions

Academic - Post-Secondary

- Associate Professor, Ferris State University. (August 23, 2013 - Present).
- Assistant Professor, Ferris State University. (August 15, 2009 - August 22, 2013).
- Adjunct Faculty, Baker College. (May 1, 1998 - May 1, 2010).
- Adjunct Faculty, Lawrence Technological University. (September 1, 2004 - April 30, 2010).
- Senior Lecturer, Wayne State University. (August 26, 2005 - May 5, 2009).

Professional

- Senior Manufacturing Engineer, Visteon Corporation. (September 1, 2001 - July 15, 2006).
- Senior Manufacturing Engineer, Visteon Corporation. (September 1, 1998 - September 1, 2001).
- Project Manager, Ford Motor Company. (August 1, 1996 - September 1, 1998).
- Materials Planning and Logistics Analyst, Ford Motor Company. (June 1, 1993 - August 1, 1996).

Licensures and Certifications

- Quality Matters Certificate, Faculty Center Training and Learning. (March 2012).

Professional Memberships

- VP of Communications, North American Case Research Association. (October 2015 - Present).
- North American Case Research Association. (May 2009 - Present).
- Lean Enterprise Institute. (August 2001 - Present).
- Academy of Management. (August 2007 - August 2009).
- Production Operations Management Society. (August 2007 - August 2008).
- Society of Manufacturing Engineers. (May 2003 - May 2005).

Development Activities Attended

- Conference Attendance, North American Case Research Association, Chicago, IL. (October 19, 2017 - October 21, 2017).
- Conference Attendance, "2017 Lean Transformation Summit," Carlsbad, Ca. (March 7, 2017 - March 8, 2017).
- Conference Attendance, North America Case Research Association, Las Vegas, Nevada, USA. (October 6, 2016 - October 8, 2016).

Conference Attendance, North American Case Research Association, Orlando, Florida, US. (October 8, 2015 - October 11, 2015).

Conference Attendance, North American Case Research Association, Austin, Texas, United States. (October 22, 2014 - October 25, 2014).

Conference Attendance, North American Case Research Association, Victoria, British Columbia, Canada. (October 17, 2013 - October 19, 2013).

Conference Attendance, Center for Scholastic Inquiry, Scottsdale, AZ, USA. (April 17, 2013 - April 18, 2013).

Workshop, "Online Courses Fair," Let's Get It Together - Language and Literature, Big Rapids, MI, USA. (February 20, 2013 - February 21, 2013).

Conference Attendance, North American Case Research Association, Boston, Massachusetts, USA. (October 25, 2012 - October 27, 2012).

Conference Attendance, North American Case Research Association, San Antonio, Texas, USA. (October 13, 2011 - October 15, 2011).

Workshop, "Quality Matters," Faculty Center for Training and Learning, Big Rapids, MI, USA. (July 2011 - September 2011).

Workshop, "Blackboard Learn 9.1," Faculty Center for Training and Learning, Big Rapids, MI, USA. (July 25, 2011 - July 27, 2011).

Workshop, "3R's Rubrics + Readability = Retention," Faculty Center for Training and Learning, Big Rapids, MI, USA. (February 2011 - May 2011).

Conference Attendance, North American Case Research Association, Gatlinburg, TN, USA. (October 28, 2010 - October 30, 2010).

Workshop, "Copyright, Fair Use and the Creative Commons," Faculty Center for Training and Learning, Big Rapids, MI, USA. (May 11, 2010).

Workshop, "Level 1 -4 Online Certification Training: Let's Get It Together," Faculty Center for Training and Learning, Big Rapids, MI, USA. (October 2009 - April 2010).

Faculty Orientation, "Faculty Orientation," Faculty Center of Training and Learning, Big Rapids, MI, U.S.A. (August 17, 2009 - April 21, 2010).

Workshop, "Rubrics Rock! Training," Faculty Center for Training and Learning, Big Rapids, MI, USA. (October 6, 2009 - November 24, 2009).

Workshop, "Grant and Research Education Series," Faculty Center for Training and Learning, Big Rapids, MI, USA. (October 6, 2009 - November 10, 2009).

Conference Attendance, "North American Case Research Association," North American Case Research Association, Santa Cruz, CA, USA. (October 29, 2009 - October 31, 2009).

Teaching

Teaching Experience

Ferris State University

INTB 310, International Business Systems, 4 courses.
 MGMT 301, Applied Management, 3 courses.
 MGMT 302, Team Dynamics - Organizational Behavior, 3 courses.
 MGMT 305, Managerial Leadership, 28 courses.
 MGMT 350, Management Metrics and Decision Making, 4 courses.
 MGMT 412, Lean Culture & Skills Dvlpmnt, 11 courses.
 MGMT 432, Lean Logistics and Supply Mgmt, 8 courses.
 MGMT 447, Business Ethics - Social Responsibility, 3 courses.
 MGMT 488, Advanced Management Cases-Problems, 30 courses.
 MGMT 490, Lean Service Enterprise Leadership, 2 courses.
 MGMT 492, Lean Svc Enterprse & Leadershp, 20 courses.
 MGMT 497, Lean Culture and Skills Development, 2 courses.

Directed Student Learning

Supervised Research, "Looking in the Rearview Mirror." (May 2014 - November 2015).
 Advised: Alisa Deroo, Lukas Thompson, Mabel Acosta, Andrew Jared

Honors Option - MGMT 305 Managerial Leadership, "Mercedes W205 Middlefield Lamination Kaizen Event." (May 2015 - August 2015).
 Advised: Logan England

Honors Option - MGMT 432 Lean Logistics & Supply Management, "Gentex - Case Overview." (January 2015 - May 2015).
 Advised: Mabel Acosta

SCHOLARSHIP AND Research

Published Intellectual Contributions

Other

- Eshbach, L. (2017). *Operations and Supply Management Curriculum Revisions*. Currently, the Operations and Supply Management (OSM) program has 48 general education credits as part of the existing curriculum. After close review, we discovered that our college accreditation only requires 42 credits of general education. This proposal addresses the reallocation of the 9 general education credits (3 credits remaining with general education and 6 reallocated to the OSM program core), pre-requisite core course change, our stakeholders (advisory board, advisors, faculty and students) recommendations, and revising one program outcome..
- Eshbach, L. (2017). *Operations and Supply Management Program and Minor Revisions* The Operations and Supply Management (OSM) program and OSM minor is reviewed throughout the academic year to ensure the courses are relevant to the industry needs. We accomplish this through annual advisory board and faculty meetings. The OSM program changes included 1) adding two courses to the required program area (PROJ 320 and ISYS 482, 2) Providing concentrations for students to select from instead of a list of classes, and 3) Removing ISYS 200, STQM 341, STQM 351 and MGMT 302 from the course concentration list..
- Eshbach, L., L. N. (2015). In J. Lawrence & D. Ettington (Eds.), *Ferris Valley Foods: Corporate Governance and Reentry* (4th ed., vol. 35).
- Eshbach, L. (2015). *Lean Systems Certificate and Minor Modifications*. Certificate Changes: The proposal changed the MGMT 422 (Cost Management for Lean Systems) from a class option list of six classes offered to a required certificate course. Now, students can either take the MGMT 402 (Six Sigma for Business Processes) or MGMT 422 courses (Cost Management for Lean Systems) as one of the required certificate courses. The second change to the certificate involved adding the MGMT 432 (Lean Logistics and Supply Management) as a course option for the students to choose from amongst a list of six courses for the remaining three credits. Minor changes: The change included increasing the required courses from four to five and decreasing the amount of elective courses from two to one. The MGMT 432 (Lean Logistics and Supply Management) course was being added as the fifth required course..
- Eshbach, L., Steenstra, D. (2015). *MBA Curriculum Revisions*. Led a 12 person cross-functional faculty team. Each faculty member, including myself, developed at least one course (MGMT 736) for the revised MBA core. Additionally, I developed two new MBA concentrations (Lean Systems and Leadership AND Supply Chain Management and Logistics) and authored five new classes to support the concentrations (MGMT 752, MGMT 754, MGMT 755, MGMT 757, and MGMT 758). I co-wrote the supporting paperwork for the required curriculum process. The result was 110 page proposal that was approved by the Senate and Provost..
- Eshbach, L. (2014). *Leadership and Project Management Minor Revisions*. The main purpose of the proposal is to officially add the PROJ 351 – Project Communication - course and delete PROJ 420 – Managing Procurement - course from the Leadership and Project Management minor. Prior to this proposal, the minor was comprised of seven courses - the PROJ 351 was required for the PROJ 420 course, but was not officially identified as a course on the check sheet..
- Eshbach, L. (2014). *Leadership and Supervision Certificate Revisions*. The purpose of the proposal is to add the MGMT 412 (Lean Culture and Skills Development) as a course option that students can take for the Leadership & Supervision Certificate. The course involves areas that most leaders and managers are concerned with: training and how to create a culture that sustains optimal performance. A variety of topics from developing a work standard (that can be used for future employee training), to developing employee training plans to how to productively handle interpersonal/employee issues/situations that can prevent work from being accomplished are included in the course..
- Eshbach, L. (2014). *MGMT 305, MGMT 422, and MGMT 492 Course Revisions* This proposal includes changes for the MGMT 305, MGMT 422, and MGMT 492 courses. The MGMT 305 changes include a revised course name, description and outcomes. The MGMT 422 revisions include a course title name change. The MGMT 492 course includes a name change and pre-requisite change..
- Eshbach, L., Marion, D., Lyman, S. B. (2013). *Operations and Supply Management Major Modifications*. The Operations and Supply Management (OSM) program was reviewed during the 2012-13 APR cycle. Several suggestions from our advisory board and the APR committee were provided during the process. It was recommended that we review our program against the benchmark programs in the state, redesign where appropriate and look at ways to successfully promote our program. The revisions included a lean systems focused curriculum. The MGMT 432 (Lean Logistics and Supplier Development) new course was included in the proposal. The course will be offered during Spring 2014 semester..
- Eshbach, L. (2013). *Lean Systems Minor*. The Lean Systems minor is designed to deliver a comprehensive education of how to apply lean concepts to various industries: e.g. banks, nonprofits, offices, hospitals, restaurants, manufacturing. The classes prepare individuals to lead, manage, and evaluate a continuous improvement system. Students will acquire the skills of applying the lean principles in a complex work environment. This cutting edge approach will provide graduates with highly sought-after capabilities to improve operational & financial performance and monitor growth within any type of organization. The new course, MGMT 422 (Lean Accounting), was developed as part of the proposal. This course will be offered during Spring 2014 semester..
- Eshbach, L., Marion, D. (2012). *Lean Systems Certificate*. The Lean Systems certificate specifically integrates the Lean concepts (process efficiency), Six Sigma (process quality), and leadership techniques (employee centric) to assist the organization in achieving and sustaining optimal employee and organization/operational performance. Two new courses were developed as part of the proposal - MGMT 402 (Six Sigma Process Management) and MGMT 412 (Lean Culture and Skills Development). These courses were successfully offered during Spring 2013 semester..
- Eshbach, L. (2011). *Leadership and Supervision Certificate* The Leadership & Supervision certificate proposal included three modifications: a certificate title change, catalog description change and the addition of four class options for students (MGMT 373 Human Resource Management MGMT 474 Cases Strategy Workforce Trend, MGMT 491 Management Internship, and MGMT 492 Lean Service Enterprise Leadership). Primarily, a 'Leadership and Supervision' title would replace the existing 'Supervision' certificate. The title and catalog description change would better represent the content covered in the revised certificate..

Refereed Journal Articles

- Eshbach, L., Gilley, A., Kouider, E., Gilley, J. W. (2013). Gender Differences in Leading Change. *Center for Scholastic Inquiry*, 1(1), 104-124. www.csiresearch.com

Presentations Given

- Eshbach, L., Short, K., FSU Leadership Week, "Top 10 Leadership Skills," Center for Leadership and Academic Services, Big Rapids, MI. (November 15, 2017).
- Eshbach, L., Marion, D., "Lean Tools and Applications for Information Technology," FSU Information Technology Department, Big Rapids, MI. (January 26, 2017).
- Eshbach, L. (Author & Presenter), North America Case Research Association (NACRA), "Lean Leadership at Audition Assembly: Is it Possible?," NACRA, Las Vegas, Nevada. (October 7, 2016).
- Eshbach, L. (Author & Presenter), Levenburg, N. (Author & Presenter), North America Case Research Association (NACRA), "Adam's Ribs: An Adventure in Food Cartology," NACRA, Orlando, Florida. (October 8, 2015).
- Eshbach, L. (Author & Presenter), Levenburg, N. (Author & Presenter), North America Case Research Association (NACRA), "Who's Next? Succession Planning At Royal Beginnings Bridal Shop," NACRA, Austin, TX. (October 22, 2014).
- Eshbach, L. (Author & Presenter), Levenburg, N. (Author & Presenter), North America Case Research Association (NACRA), "Royal Beginnings - Supply Chain Decision Making in the Bridal Business," NACRA, Victoria, British Columbia. (October 17, 2013).
- Eshbach, L. (Author & Presenter), Gilley, A. (Author), Kouider, E. (Author), Center for Scholastic Inquiry, "Gender Differences and Leading Change," Center for Scholastic Inquiry, Scottsdale, AZ. (April 17, 2013).
- Eshbach, L., "How to Be Effective and Successful in the Workplace," Women in Technology RSO, Big Rapids, MI. (March 6, 2013).
- Eshbach, L. (Author & Presenter), Grand Valley State University, L. N. (Author & Presenter), North America Case Research Association (NACRA), "Project Management at Tiger Metalbenders Inc.," North America Case Research Association (NACRA), Boston, MA. (October 25, 2012).
- Eshbach, L., "Lean Systems in Healthcare," Allied Health - Sandra Cook's CLLS 465 Class, Big Rapids, MI. (December 7, 2011).
- Eshbach, L. (Author & Presenter), N. L. (Author & Presenter), North America Case Research Association (NACRA), "Ferris Valley Foods: Corporate Governance and Responsibility," NACRA, San Antonio, TX. (October 13, 2011).
- Eshbach, L., MGT 661 - Operations Management, "Lean Systems in Manufacturing and Service," Grand Valley State University, Grand Valley State University. (June 2011).
- Eshbach, L., Health Care Strategic Applications, "Lean Systems in Healthcare," FSU, Big Rapids, MI. (March 2011).
- Eshbach, L. (Author & Presenter), North America Case Research Association (NACRA), "City of Grand Rapids: Lean Times Require Lean Measures," NACRA, Gatlinburg, TN. (October 29, 2010).
- Eshbach, L. (Author & Presenter), North America Case Research Association (NACRA), "Application of Lean Principles at the Grand Rapids Public Library," NACRA, Santa Cruz, CA. (October 29, 2009).

Media Contributions

Internet

- College of Business Website. (August 3, 2017).
- College of Business Website. (April 21, 2015).
- College of Business Website. (February 20, 2015).

Contracts, Grants and Sponsored Research

Grant

- Eshbach, L. (Principal), "TIMME Grant," Sponsored by TIMME- Academic Affairs, Ferris State University, \$750.00. (April 2010 - December 2010).
- Eshbach, L., "NSF CCLI Phase 2 grant (award number 0618669) – June 2008," Sponsored by National Science Foundation, Federal (Non NIH), \$5,000.00. (April 2009 - July 2009).

Awards and Honors

- Sabbatical, FSU. Awarded a sabbatical for the Spring 2018 semester to prepare 3 written cases and instructor manuals for publication. (April 2017).
- Best Case of 2015 NACRA Conference - Bronze Award, North American Case Research Association. (October 10, 2015).
- Outstanding Case in Corporate Governance - Honorable Mention. Case is awarded to the best case in corporate governance (in any discipline) as submitted and presented to the annual NACRA meeting. It is funded by The Directors College (Canada) of McMaster University, but is administered by NACRA. The award includes a first prize of \$1,000 plus an honorarium of \$500 to cover travel expenses to McMaster University where the winner will also present the case at a forum of The Directors College. The award also includes two honorable mentions - each worth \$500. Decision focused cases must deal with issues faced by a company's board of directors, such as transparency in governance, governance structures, corporate investment and disclosure, shareholder and

shareholder relations, accountability, privacy and security, executive and board compensation, roles and responsibilities of board committees, director independence, effective board management relations, board recruitment, role of the board chair or lead director, proxy voting, and stock options, North American Case Research Association. (October 22, 2011).

Best Case Award in Production/Operations/Supply Chain Management Track. Nominated and selected for Best Case Award in Production/Operations/Supply Chain Management Track at the NACRA 2009 conference., North America Case Research Association. (October 29, 2009).

Research in Progress

"Adam's Ribs: An Adventure in Food Cartology" (Writing Results).

Case and Instructor's Manual: Tired of working 14 hours a day as a sous chef at Crosswater Club in Sunriver, Oregon, Adam is contemplating being his own boss and starting his own food truck business (either Tex-Mex or Indian cuisine) in Bend, Oregon. Adam's wife, Mary, works at Whispering Winds in Bend, Oregon, as an executive chef. They are a newly married couple and are very cost-conscious with respect to personal expenses and saving. As such, they have about \$20,000 in savings that could be put towards the purchase of a new (not equipped) or used (fully equipped) food truck.

Although the region encourages an "entrepreneur-friendly" environment, Adam faces intense competition within the food truck industry in Bend, OR. There are a multitude of "established" food trucks in the area that serve local customers – approximately 120 in Bend. Despite the rivalry, Adam is still encouraged because, based on his research, there is not a Tex-Mex food truck in the Bend, OR, area. And, if he focused on Indian cuisine, he would offer different types of foods from the existing food truck. He believes that if he could overcome the fierce competitive factors, comply with the licensing and regulations as well as obtain enough cash to start the business, he could be successful. This would lead Adam and Mary to ultimately enjoying a more personal enriching lifestyle and exploring the exciting opportunities that the Bend, OR area has to offer.

The case provides a general overview of the factors involved in starting a new food truck business – location, demographics, customer preference, licensing/regulations, product branding and other personal related considerations.

"City of Grand Rapids: Lean Times Require Lean Measures" (Writing Results).

Case and Instructor's Manual: The longitudinal case study evaluates the Grand Rapids city government's implementation of municipal lean. The case also outlines the quantitative benefits (resource and time savings) realized by the execution of this lean project. The setting of priority goals and the performance measurement in achieving those goals are analyzed. The performance improvement tools used in evaluating the program's impact are fully defined and examined

"Implementing Lean Administration in the Grand Rapids Public Library System" (Writing Results).

Case and Instructor's Manual The case examines the application of lean principles used by a large municipal public library system to achieve process and cost efficiencies. These tools (i.e. value stream mapping, kanban, standardized work processes, visual factory, poke yoke and 5-Why problem solving tools) were successfully used to achieve cost and process based improvements within the organization.

"Lean Leadership at Audition Assembly: Is it Possible?" (Writing Results).

Case and Instructor's manual: A general overview of the factors involved in implementing lean in a manufacturing setting using a traditional, top-down management approach. It evaluates the various lean tools and metrics used to assess progress with the application of lean manufacturing. Miller (plant manager) is exploring options to sustain its modest achievements, through the continuous improvement efforts of his two area managers, but also is seeking input, from the rest of his eight person management team, on how Audition could provide the most effective management support with leading future lean initiatives

"Project Management at Tiger Metalbenders, Inc." (Writing Results).

Case and Instructor's Manual: Set in the metro Detroit area, the Launch Engineer at a large automotive stamping plant must address the issue of why the completion times for designing and constructing dies vary across 18 stamped parts for four different vehicles. To add complexity, two of the vehicles were designed in North America for the North American market, and two of the vehicles were designed abroad and modified for the domestic market. The former used more locally sourced dies and the latter used more globally sourced ones. The firm's largest customer – and for which the vehicles were produced – was one of the world's largest automakers.

The case provides an opportunity for students to apply project management methods/concepts and statistical tools to evaluate a firm's performance, and identify if (and how) it should adopt changes to ensure that future projects are completed on schedule.

"Royal Beginnings: Buying for a Boutique" (Writing Results).

Anna and Jack Oleson, the owners of a full-service bridal shop in one of Michigan's Upper Peninsula's small communities were preparing for their annual six-hour trip to Chicago for the National Bridal Market. They would be making merchandise buying decisions for the upcoming season. However, this year's trip would be very different because the Olesons would be reevaluating previous suppliers and potentially selecting new ones. In operation for 23 years, the shop prided itself on offering a full range of services, including alterations by a full-time seamstress. While vendors' corporate headquarters were located in the U.S., their gowns were often manufactured overseas, primarily in China. After repeated "miscommunications" regarding deliveries, delivery failures, and suppliers' inflexibility regarding minimum order quantities for samples (i.e., unwillingness to grant concessions to smaller shops), the owners needed to reconceive their buying criteria and sourcing strategies.

"Who's Next? Succession Planning at Royal Beginnings Bridal Shop" (Writing Results).

Case and Instructor's Manual: Royal Beginnings' 67-year-old owner is eyeing retirement, and is beginning to contemplate alternatives for continuance of the business. All of the owner's children (now married, and with families of their own) reside hundreds of miles from the store, and the oldest grandchild (a granddaughter) is 14 years old – not a likely successor if the owner would like to retire within the next year or two. An expert seamstress and the owner's "right-hand girl" (a long-time employee) has expressed no interest in acquiring the business. Nor have any local businesspeople.

The case provides a general overview of retail operations within a small apparel (bridal and formal wear) shop, as well as insights into its market and the supplier's behavior. It focuses on succession planning in a business where there are no viable family successors.

Service

University Service

Committee Member, Operations and Supply Management Annual Program Review. (December 2017 - Present).

Committee Member, Kasey Short Tenure Committee. (September 2017 - Present).

Committee Member, Aaron Madziar Tenure Committee. (September 2015 - Present).

Committee Member, Emily Fransted Tenure Committee. (September 2013 - Present).

Program Organizer, Operations and Supply Management (OSM) Program. (May 2013 - Present).

Academic Advising, College of Business. (September 2010 - Present).

Attendee, Graduation, FSU Commencement. (May 2010 - Present).

Committee Member, Project Management Faculty Search Committee. (April 2017 - May 2017).

Committee Member, College Curriculum Committee. (August 2013 - May 2017).

Committee Member, TIMME Travel Grant Committee. (August 2013 - May 2015).

Student Org Advisor (Professional Org), Business Professionals of America. (November 2012 - August 2014).

Committee Member, Management Faculty Search Committee. (April 2014 - May 2014).

Committee Member, Annual Program Review Committee. (August 2010 - August 2013).

Committee Member, Law Faculty Search Committee. (April 2013 - May 2013).

Quality Matters Presenter, Online Teaching and Learning Committee. (February 20, 2013 - February 21, 2013).

Faculty Trainer and Mentor, Blackboard Learn 9.1 Implementation Team. (September 1, 2011 - August 20, 2012).

Committee Member, Operations and Supply Management (OSM) Program Review. (December 1, 2011 - August 13, 2012).

Committee Member, HealthCare Systems Administration Search Committee. (March 2012 - June 2012).

Presenter, DECA. (January 2011).

Co-Editor, Management Newsletter. (March 2010 - August 2010).

Judge for Student Posters, Michigan Energy Conference. (April 2010).

Presenter, DECA. (January 2010).

Participant, College of Business Celebration Fest. (September 2009).

Professional Service

Editorial Review Board Member, Case Research Journal. (August 3, 2016 - Present).

Newsletter Editor, North American Case Research Association (NACRA). (October 2015 - Present).

Vice President of Communications, North American Case Research Association (NACRA). (October 2015 - Present).

Session Chair, North American Case Research Association (NACRA) 2017 Conference, Chicago, IL. (October 20, 2017 - October 21, 2017).

Track Organizer, North American Case Research Association (NACRA) 2017 Conference, Chicago, IL. (October 19, 2017).

Reviewer, Conference Paper, North America Case Research Association (NACRA). (July 2017).

Reviewer, Conference Paper, North America Case Research Association (NACRA). (July 2017).

Reviewer, Conference Paper, North America Case Research Association (NACRA). (July 2017).

Reviewer, Conference Paper, North America Case Research Association (NACRA). (July 2017).

Reviewer, Journal Article, Case Research Journal. (December 2016).

Track Organizer, North American Case Research Association (NACRA) 2016 Conference, Las Vegas, Nevada. (October 6, 2016).

Reviewer, Journal Article, Case Research Journal. (July 2016).

Reviewer, Journal Article, Case Research Journal. (April 2016).

Reviewer, Journal Article, Case Research Journal. (March 2016).

Reviewer, Journal Article, Case Research Journal. (December 2015).

Reviewer, Journal Article, Case Research Journal. (June 2015).

Reviewer, Journal Article, Journal of Critical Incidents. (June 2015).

Reviewer, Conference Paper, North America Case Research Association (NACRA). (June 2015).

Reviewer, Journal Article, Case Research Journal. (December 2014).

Reviewer, Journal Article, Case Research Journal. (June 2014).

Reviewer, Conference Paper, North American Case Research Association (NACRA). (June 2014).

Reviewer, Journal Article, Case Research Journal. (August 2013).

Reviewer, Journal Article, Center for Scholastic Inquiry. (July 2013).

Judge, Family Enterprise Case Competition, Burlington, VT. (January 9, 2013 - January 12, 2013).

Reviewer, Journal Article, Case Research Journal. (November 2012).

Reviewer, Journal Article, Case Research Journal. (November 2012).

Session Chair, Midwest Decision Science Institute, Grand Rapids, MI. (April 12, 2012 - April 14, 2012).

Reviewer, Conference Paper, North American Case Research Association (NACRA). (July 2011 - August 2011).

Reviewer, Conference Paper, North America Case Research Association (NACRA). (June 2010 - July 2010).

Public Service

Middle and High School Career and College Advisor, Algoma Christian School, Kent City, MI. (September 2012 - May 2015).

Consulting

Academic, Taught an accelerated MGMT 305 - Managerial Leadership - to Spectrum Hospital (Big Rapids) full-time employees. The 15 weeks of course material was delivered during a 6 week timeframe. The students are seeking to complete a Lean Systems certificate., Corporate Professional Development Building. (January 9, 2017 - February 13, 2017).

Academic, FSU Corporate and Professional Development Taught one 3 hour sessions of the Lean Systems segment of the Mini-MBA to Grand Rapids community leaders (managers, engineers, etc.), Woodridge Ferris Building - Grand Rapids, MI. (October 18, 2016).

Academic, Traverse City Chamber of Commerce. Taught one 3 hour session of the Lean Systems segment of the Mini-MBA to community leaders (entrepreneurs, managers, physicians, etc.), Traverse City, MI. (February 4, 2014).

Academic, Gentex Corporation . Taught two 3 hour sessions of the Lean Systems segment of the Mini-MBA to engineers and supervisors., Zeeland, MI. (January 22, 2014).

Awards and Honors

Service, University

Academic Advising Award, College of Business - Management Department. (August 2014).

Sytsma Faculty Excellence Award., College of Business. (April 22, 2014).

Professor David L. Kelson

Ferris State University
COB - Management
Email: DavidKelson@ferris.edu

Education

MIM, American Graduate School of International Management, 1980.
Major: International management

MPA, Wayne State University, 1980.
Major: Public Administration

BA, Wayne State University, 1972.
Major: Political Science

Professional Positions

Academic - Post-Secondary

Assoc. Prof, Ferris State University. (November 1990 - Present).

Government

GS 11 - Major Projects Officer, International Trade Administration. (January 1981 - June 1985).

Professional

Vice President, KMG International, Inc. (April 1989 - November 1990).

Vice President, Michigan Trade Exchange International, Inc. (February 1987 - April 1989).

President, Kelson & Associates. (June 1985 - February 1987).

Professional Memberships

Academy of International Business.

Western Michigan World Trade Association.

World Affairs Council.

Development Activities Attended

Speakers Series, "American Foreign Policy in a Time of Fractured Politics," World Affairs Council, Grand Rapids, MI, USA. (September 12, 2017).

Webinar, "Foreign Trade Zones," Integration Point, Charlotte, NC, USA. (September 7, 2017).

Conference Attendance, "Attendee," West Michigan World Trade Association, Grand Rapids, MI, U.S.A. (January 26, 2016).

Seminar, "Cesim Global Challenge and International Business Simulation," Cesim, Web seminar - Helsinki, Finland. (October 31, 2013).

Workshop, "Ferris Connect Rubrics," FSU - Faculty Center for Teaching and Learning, Big Rapids, MI, U.S.A. (September 30, 2013).

Workshop, "FerrisConnect collaboration tools," FSU - Faculty Center for Teaching and Learning, Big Rapids, MI, U.S.A. (September 27, 2013).

Workshop, "Faculty Development in International Entrepreneurship," University of Colorado, Denver, CO, USA. (May 29, 2012 - June 1, 2012).

Workshop, "Faculty Development in International Business - International Negotiation," University of South Carolina, Columbia, South Carolina, United States. (June 13, 2011 - June 17, 2011).

Study Abroad, "Study Abroad -Sierra Leone," FSU, Big Rapids, Michigan, United States. (May 15, 2010 - May 25, 2010).

Workshop, "Phase 1 Novell training -," College of Business, Big Rapids, MI, USA. (September 24, 2009).

Workshop, "Faculty Self-Serve Banner In-Service Training," College of Business, Big Rapids, MI, US. (2006).

Workshop, "Strategies for Teaching International Negotiations," Duke University, NC, USA. (September 2002).

Workshop, "Global Issues," American Graduated School of International Business, Glendale, AZ, USA. (September 2001).

Workshop, "Export Financing," Eport Training Institute, Grand Rapids, MI, USA. (June 1999).

Workshop, "Privatization," American Graduate School of International Business, Glendale, AZ, USA. (October 1998).

Workshop, "International Curriculum," University of Indiana, Bloomington, IN, USA. (1996).

Workshop, "attendee," Michigan State University, Lansing, MI, U.S.A. (1995).

Teaching

Teaching Experience

Ferris State University

INTB 310, International Business Systems, 24 courses.

INTB 320, International Logistics, 10 courses.

INTB 335, Cross-Cultural Business, 11 courses.

SCHOLARSHIP AND Research

Presentations Given

Kelson, D. L. (Author & Presenter), International Business, "Zen and Soft Currencies," Academy of International Business, Miami, FL. (November 2005).

Service

University Service

Committee Member, Tenure. (August 31, 2015 - Present).

Committee Member, Management Dept. Tenure Committee. (January 2002 - Present).

Committee Member, Adjunct Selection Committee. (August 8, 2016 - August 15, 2016).

Committee Member, College of Business Scholarship Committee. (January 2016 - May 2016).

Committee Member, Grant awards selection committee. (May 9, 2016 - May 13, 2016).

Committee Member, International Education. (September 2013 - September 2014).

Attendee, Meeting, Tenure Coordinating Committee. (January 2001 - September 2013).

Committee Member, College of Business Sabbatical Committee. (August 29, 2011 - August 29, 2013).

Attendee, Meeting, College of Business Curriculum Committee. (September 2009 - September 2011).

Committee Member, FSU Arts & Lectures Committee. (2004 - 2005).

Committee Member, College of Business Curriculum Committee. (2002 - 2003).

Committee Chair, FSU International Education Committee. (2001 - 2002).

Committee Member, Russian Grant Committee. (1999 - 2000).

Committee Member, Futures Conference Committee. (1998 - 1999).

Attendee, Meeting, Tenure Coordination Committee. (August 1997 - December 1998).

Committee Member, College of Business Review Committee. (1997 - 1998).

Student Org Advisor (Professional Org), International Student Org. (September 1994 - September 1998).

Committee Member, FSU International Education Committee. (1996 - 1997).

Committee Member, Telecounseling. (1995 - 1996).

Academic Senator, FSU Academic Senate. (1994 - 1995).

Professional Service

Task Force Member, International Education Center/FSU, Big Rapids, MI. (September 17, 2009).

Public Service

Board Member, SowHope, Grand Rapids, Michigan. (October 20, 2010 - Present).

Board Member, SowHope, Grand Rapids, MI. (January 2010 - Present).

Consulting

For Profit Organization, Mekaster Ltd, New Delhi, India. (June 1995 - June 1997).

For Profit Organization, Ameritech Corp., Chicago, IL. (June 1994 - June 1995).

For Profit Organization, West Communications, Inc., Jackson, MS. (June 1994 - June 1995).

Steve B. Lyman
Ferris State University
COB - Management
(231) 591-2469
Email: StevenLyman@ferris.edu

Education

PhD, Michigan State University, 1993.
Major: Production & Operations Management

MS, Michigan State University, 1985.
Major: Packaging

BS, Michigan State University, 1979.
Major: Engineering

Professional Positions

Academic - Post-Secondary

Full Professor, Ferris State University, Management Department. (May 2002 - Present).

Assistant Professor, Eastern Michigan University, Interdisciplinary Technology Department: Industrial Distribution Program. (August 2000 - April 2002).

Assistant Professor, Middle Tennessee State University, Marketing Department, MBA program. (January 1993 - August 1994).

Graduate Assistant & Instructor, Michigan State University. (May 1988 - December 1992).

Professional

Purchasing & Materials Manager, TRW Commercial Steering Division. (January 1998 - August 2002).

Buyer and Supplier Development Engineer, TRW Commercial Steering Division. (August 1994 - January 1998).

Material Handling Engineer, General Motors Corporation. (March 1982 - July 1988).

Assistant Plant Manager & Materials Controller, Chivas Products Limited. (March 1979 - March 1982).

Licensures and Certifications

Certified Purchasing Manager, NAPM/ISM. (1999 - Present).

Certified Production and Inventory Manager, APICS. (1998 - Present).

Certified Quality Auditor, ASQ. (1996 - Present).

Lead Auditor, ISO 9000. (1996 - Present).

Professional Memberships

American Society of Quality.

Michigan Ski Industry Association. (June 2009 - Present).

Institute Of Supply Management. (August 2003 - Present).

National Association of Purchasing Management. (January 1995 - Present).

Track Chair, Society for Case Research. (July 2001 - December 2015).

Midwest Ski Area Association. (May 2009 - March 2015).

Northern Michigan Director, American Production and Inventory Control Society. (January 1997 - July 2014).

Decision Sciences Institute. (May 1991 - April 2005).

Development Activities Attended

Conference Attendance, "Lilly Educators Conference," Traverse City, Michigan, United States. (October 19, 2018 - October 21, 2018).

Workshop, "Crystal Mountain Lift Operator Training," Crystal Mountain, Thomsonville, MI, US. (November 3, 2017).

Conference Attendance, "Lilly Conference," FSU & CMU, Traverse City, MI. (October 16, 2014 - October 19, 2014).

Conference Attendance, "Lilly Conference," FSU & CMU, Traverse City, MI. (October 17, 2013 - October 19, 2013).

Conference Attendance, "Lilly Conference," FSU & CMU, Traverse City, MI. (September 20, 2012 - September 23, 2013).

Workshop, "Ferrisconnect Learn 9.1," FSU FCLT, Big Rapids, MI. (October 21, 2011).

Workshop, "Presentation Zen," FSU FCLT, Big Rapids, MI. (September 15, 2011 - October 13, 2011).

Conference Attendance, "Lilly North," FSU & CMU, Traverse City, MI. (September 22, 2011 - September 25, 2011).

Conference Attendance, "MSAA (Midwest Ski Area Association)," Devils Head Resort, WI. (August 7, 2011 - August 10, 2011).

Conference Attendance, "Lilly North," FSU & CMU, Traverse City, MI. (September 17, 2010 - September 19, 2010).

Workshop, "MSIA (Michigan Ski Industry Association)," Shanty Creek Resort, Mancelona, MI. (August 10, 2010).

Conference Attendance, "MSAA (Midwest Ski Area Association)," Shanty Creek Resort, 1826 Schuss Mountain Dr, Mancelona, MI. (August 8, 2010 - August 10, 2010).

Conference Attendance, "MSAA (Midwest Ski Area Association)," Devils Head Resort, WI. (August 2, 2009 - August 5, 2009).

Workshop, "MSIA (Michigan Ski Industry Association)," Apple Mountain Resort, Midland, MI. (June 16, 2009).

Seminar, "Six Sigma," Steelcase, Grand Rapids, MI, US. (September 2008 - November 2008).

Conference Attendance, "Lilly North," FSU & CMU, Traverse City, MI. (September 17, 2008 - September 20, 2008).

Conference Attendance, "4th Annual Midwest Supply Chain Management Conference," Steelcase University, Grand Rapids, MI, US. (March 26, 2008).

Workshop, "Ferrisconnect block 10," FSU FCLT, Big Rapids, MI. (November 26, 2007 - December 16, 2007).

Workshop, "Innovative used of Technology in the Classroom," FSU FCTL, Big Rapids, MI. (September 19, 2007 - November 20, 2007).

Seminar, "Bargaining with Vendors and Suppliers," Grand Rapids, MI, US. (November 13, 2007).

Workshop, "Ferrisconnect Training (Bus 499)," FSU FCTL, Big Rapids, MI. (October 16, 2007 - November 12, 2007).

Conference Attendance, "Lilly North," CMU & FSU, Traverse City, MI. (October 1, 2007 - October 4, 2007).

Conference Attendance, "4th Annual Midwest Supply Chain Management Conference," Steelcase University, Grand Rapids, MI, US. (March 21, 2007).

Seminar, "WebCT Vista," FSU, Big Rapids, MI, US. (2006).

Workshop, "Faculty Self-Serve Banner In-Service Training," College of Business, FSU, Big Rapids, MI, US. (2006).

Seminar, "The Key to Successful Online Instruction Universal Design," FSU FCLT, Big rapids, MI. (December 6, 2006).

Workshop, "Delivering Video and Audio with Flash," FSU FCTL, Big Rapids, MI. (December 6, 2006).

Workshop, "Podcasting with Windows Movie maker," FSU FCTL, Bog Rapids. (November 11, 2006).

Workshop, "Self Serve Banner Training," FSU COB, Big Rapids, MI. (November 1, 2006).

Workshop, "Respondus 3.5," FSU FLCT, Big Rapids, MI. (September 27, 2006).

Conference Attendance, "2006 National WebCT Conference," Chicago, IL, US. (July 15, 2006 - July 18, 2006).

Seminar, "WebCT Vista Migration Training," FSU, Big Rapis, MI. (June 21, 2006 - June 26, 2006).

Conference Attendance, "3rd Annual Midwest Supply Chain Management Conference," Steelcase University, Grand Rapids, MI, US. (March 22, 2006).

Seminar, "Academic Advising Training," FSU, Big Rapids, MI, US. (2005).

Seminar, "Governmental and Educational Institution Application of Reverse Auctions," FSU Purchasing Group - Online Webcast, Big Rapids, MI, US. (2005).

Seminar, "Inventory Methods and Cycle Counting," Grand Rapids, MI, US. (September 13, 2005).

Workshop, "WebctDesigning Courses for Mixed Delivery," FSU, Big Rapids, MI. (August 2, 2005).

Seminar, "WebCT Design & Development for Online Teaching," FSU, Big Rapids, MI, US. (June 19, 2005 - June 23, 2005).

Conference Attendance, "2nd Annual Midwest Supply Chain Management Conference," Steelcase, Grand Rapids, MI, US. (March 23, 2005).

Seminar, "Six Sigma," Ice Mountain Plant, Big Rapids, MI, US. (December 2004).

Conference Attendance, "APICS Chapter - Professional Development Meetings," APICS, Grand Rapids, MI, US. (2003 - 2004).

Workshop, "Value Stream Mapping Training," Detroit, MI, US. (September 28, 2004 - September 29, 2004).

Conference Attendance, "Lilly North," Traverse City, MI. (September 22, 2004 - September 24, 2004).

Conference Attendance, "1st Annual Midwest Supply Chain Management Conference," Steelcase, Grand Rapids, MI, US. (April 28, 2004).

Workshop, "Student Advising-Tools and Approaches," Ferris State University. (March 20, 2003).

Workshop, "New Faculty Training seminars," CTLFD, Big Rapids, MI, US. (2002).

Seminar, "WebCT Training," FSU, Big Rapids, MI, US. (July 2002 - August 2002).

Awards and Honors

Outstanding RSO Campus Advisor, American Production and Inventory Control Society (APICS). (2007).

Outstanding RSO Campus Advisor, American Production and Inventory Control Society (APICS). (2003).

Teaching

Teaching Experience

Ferris State University

BUSN 499, Integrating Experience, 3 courses.
HOMT 302, Ski Operations Management, 3 courses.
MGMT 301, Applied Management, 5 courses.
MGMT 302, Organizational Management, 4 courses.
MGMT 370, Quality-Operations Mgmt, 112 courses.
MGMT 371, Production & Operations Management, 5 courses.
MGMT 420, Small Business Consulting, 3 courses.
MGMT 430, Inventory & Materials Management, 1 course.
MGMT 488, Adv Management Cases-Problems, 22 courses.
MKTG 466, Purchasing, 8 courses.
MKTG 472, Supply Chain Management, 4 courses.

Directed Student Learning

Dissertation Committee Member, "In process." (December 2017 - Present).
Advised: Bill Smith

SCHOLARSHIP AND Research

Published Intellectual Contributions

Journal Articles

Lyman, S. B. (2003). Supplier Classification Systems. *Inside Supply Management*, 14(7), 10-11.

Jackson, D. R., Lyman, S. B., Taylor, D. K. (2002). Making SMI a Cost-Effective Initiative. *Inside Supply Management*.

Jackson, D. R., Lyman, S. B., Taylor, D. K. (2002). SMI for the Little Guy. *Inside Supply Management*.

Lyman, S. B., Dajalos, R. (2001). The Stockout Monster. *Performance Improvement Quarterly*, 11(6), 25.

Lyman, S. B. (2000). The Impact of Stochastic Tool Life on Shop Performance: A Simulation Study. *Simulation*, 74(4), 207-218.

Other

Eshbach, L., Marion, D., Lyman, S. B. (2013). *Operations and Supply Management Major Modifications. The Operations and Supply Management (OSM) program was reviewed during the 2012-13 APR cycle. Several suggestions from our advisory board and the APR committee were provided during the process. It was recommended that we review our program against the benchmark programs in the state, redesign where appropriate and look at ways to successfully promote our program. The revisions included a lean systems focused curriculum. The MGMT 432 (Lean Logistics and Supplier Development) new course was included in the proposal. The course will be offered during Spring 2014 semester.*

Lyman, S. B., Rewers, C. L. (2006). *ISO 9000 and Supplier Ethics*. MBAA Conference.

Lyman, S. B. (2002). *How the Distributor Fits Into Lean* (9th ed., vol. 12, pp. 20-22). Chicago, IL: APICS – The Performance Advantage.

Lyman, S. B. (2001). *Nothing Runs Like A Deere* (pp. 73-92). Tempe, AZ: National Assoc Of Purchasing Managers.

Refereed Journal Articles

Lyman, S. B. (2002). How the Distributor Fits into Lean. *Performance Improvement Quarterly*, 12(8), 20.

- Lyman, S. B. (2002). Supply Chain Management : A Strategic Perspective. *International Journal of Operations & Production Management*, 24(5), 115-131.
- Lyman, S. B., Dajalos, R. (2001). Slaying the Stockout Monster. *Performance Improvement Quarterly*, 11(7), 12.
- Lyman, S. B. (1994). The Impact of Transfer Batching on Family Based Scheduling in a Job Shop Manufacturing Cell. *International Journal of Production Research*, 32(12), 2777-2794.

Presentations Given

- Lyman, S. B. (Author & Presenter), BHAA, Business and Health Administration Association, "Restoring Consumer Confidence in the Global Supply Chain," MBAA, Chicago, IL. (March 2008).
- Rewers, C. L. (Author & Presenter), Lyman, S. B. (Author & Presenter), MBAA 2006 Conference, "ISO 9000 and Supplier Ethics," MBAA, Chicago, IL. (March 2006).
- Lyman, S. B. (Author & Presenter), Rewers, C. L. (Author & Presenter), BHAA, Business and Health Administration Association, "Moral and Ethical Considerations Associated with Safeguarding the Public's Interest in Medical error Cases," MBAA, Chicago, IL. (March 2006).
- Tymes, Jr., N., Hettiarachchy, J., Bolling, C. J., Cooper, M. C., Lyman, S. B., Lilly Conference North, "Capstone Model: Learning Community for Continuous Improvement," Traverse City, MI. (September 2004).
- Lyman, S. B., Taylor, D. (Author), Jackson, D. (Author), Society of Case Research Annual Workshop, "VMI ar Airmaster," SCR, Rockhurst University, Kansas, MO. (July 2004).
- Lyman, S. B. (Author & Presenter), Hatch, M. (Author & Presenter), 32th Annual Decision Sciences Institute Meeting, "Moving Beyond Flow Charting to Value Stream Mapping," Decision Sciences Institute, San Francisco, CA. (November 2002).
- Lyman, S. B., NAPM/APICS Saginaw Chapters meeting, "The Theory and Reality of Supplier Development," NAPM?APICS, Saginaw, MI. (November 2002).
- Lyman, S. B. (Author & Presenter), Hatch, M. (Author & Presenter), 31th Annual Western Decision Sciences Institute Meeting, "Learning to Use Simulation in a Manufacturing Plant: A Case Study," Western Decision Sciences Institute, Las Vegas, NV. (April 2002).
- Lyman, S. B. (Author & Presenter), Hatch, M. (Author & Presenter), 31th Western Annual Decision Sciences Institute Meeting, "Value Stream Mapping: A Technique for Process Mapping," Western Decision Sciences Institute, Las Vegas, NV. (April 2002).
- Lyman, S. B. (Author & Presenter), Hatch, M. (Author & Presenter), Yee, S., 26th Annual Midwest Decision Sciences Institute Meeting, "Using Simulation to Model Library Operations: A Case Study," Midwest Decision Sciences Institute, Dearborn, MI. (April 2001).
- Lyman, S. B. (Author & Presenter), Hatch, M. (Author & Presenter), 25th Annual Midwest Decision Sciences Institute Meeting, "Changing a Company's Environmental Conditions to Support Lean Manufacturing: A Case Study," Midwest Decision Sciences Institute, Chicago, IL. (April 2000).
- Lyman, S. B. (Author & Presenter), Council of Logistics Management, "Plastic Returnable/Reusable Containers in the Automotive Industry: A Case Study," Big Rapids, MI. (October 1998).
- Lyman, S. B. (Author & Presenter), Tan, K. (Author & Presenter), 39th Mountain Plains Management Conference, "The Analysis of Stochastic Tool Life Distributions on Dispatching Procedures," Grand Junction, CO. (1997).
- Lyman, S. B. (Author & Presenter), Kannan, V. (Author & Presenter), Decision Sciences Institute, "A Comparison of Scheduling Heuristics in a Dual Resource Constraint Job Shop with Stochastic Tool Life," Wilmington, North Carolina. (February 1995).
- Lyman, S. B. (Author & Presenter), Decision Sciences Institute, "An Analysis of a Dual Resource Constraint Job Shop with a Stochastic Tool Life Constraint," Honolulu, Hawaii. (November 1994).
- Lyman, S. B. (Author & Presenter), Melnyk, S. (Author & Presenter), American Production and Inventory Control Society, "Tool Management and Control: Developing an Integrated Top Down Control Process," American Production and Inventory Control Society, San Antonio, TX. (October 1993).
- Lyman, S. B. (Author & Presenter), Melnyk, S. (Author & Presenter), Decision Sciences Institute, "An Analysis of Finite Tool Life and Scheduling Heuristics in a Dual Resource Constraint Job Shop," Decision Sciences Institute, Lansing, MI. (April 1993).
- Lyman, S. B. (Author & Presenter), Decision Sciences Institute, "A Comparison of Family and Job Based Priority Schemes in Group Scheduling," Decision Sciences Institute, San Francisco, CA. (November 1992).
- Lyman, S. B. (Author & Presenter), Kannan, V. (Author & Presenter), Decision Sciences Institute, "An Analysis of the Effects of Lot Splitting in Group Scheduling," Decision Sciences Institute, Kansas City, MO. (November 1992).
- Lyman, S. B. (Author & Presenter), Melnyk, S., Decision Sciences Institute, "Analysis of Varying Labor Efficiency and Capability in a Dual-Constrained Job Shop: A Simulation Experiment," Decision Sciences Institute, Indianapolis, IN. (May 1991).
- Lyman, S. B., Council of Logistic Management Conference, "Plastic Returnable/Reusable Containers in the Automotive Industry: A Case Study," Council of Logistic Management, Boston, MA. (October 1988).

Awards and Honors

- Best Conference paper, MBAA (Midwest Business Association). (March 24, 2008).

Won best overall theme paper at BHAA Conference, MBAA (Midwest Business Association). (March 2006).

Service

University Service

Committee Member, COB Core Committee. (September 2017 - Present).

Student Recruiter, College of Business-Management Department. (November 2010 - Present).

Student Recruiter, College of Business-Management Department. (February 2010 - Present).

Committee Member, Management Department Tenure Review Sub-Committee. (2015 - 2018).

Committee Member, Business Administration Academic Program Review. (September 2017 - November 2018).

Committee Member, Sabbatical Leave. (September 2015 - November 2015).

Committee Member, Sabbatical Review. (September 2012 - May 2015).

Committee Member, Sabbatical Leave. (September 2014 - November 2014).

Task Force Member, Operations & Supply Management Academic Program Review. (October 2012 - November 2013).

Committee Member, Promotion and Merit Applications. (January 2013 - February 2013).

Committee Member, Academic Program Review - Operations and Supply Management Program. (2011 - 2012).

Committee Member, CPC Comment Professional Component. (September 2009 - May 2012).

Committee Member, Promotion and Merit Applications. (January 2012 - February 2012).

Committee Chair, Management Department Tenure Review Sub-Committee. (2007 - 2010).

Committee Member, Business Core APR. (September 2009 - November 2010).

Committee Member, Management Department Tenure Review Sub-Committee. (2007 - 2009).

Faculty Advisor, Operations and Supply Management Program. (2002 - 2009).

Faculty Search Committee. (January 2009 - April 2009).

Committee Member, College of Business College Curriculum Committee. (2007 - 2008).

Faculty Advisor, FSU APICS - Registered Student Organization. (2007 - 2008).

Committee Member, Management Department Tenure Review Sub-Committee. (2007 - 2008).

Committee Chair, Academic Program Review - Operations and Supply Management Program. (2006 - 2007).

Faculty Advisor, FSU APICS - Registered Student Organization. (2006 - 2007).

Committee Member, MBA Search Committee. (2006 - 2007).

Committee Member, Operations Management Search Committee. (2006 - 2007).

Committee Member, Strategic Management Search Committee. (2006 - 2007).

Committee Member, WebCT Committee. (2006 - 2007).

Committee Member, Judicial Services. (2003 - 2007).

Student Placement, College of Business-Management Department. (September 2003 - May 2007).

Attendee, Meeting, APICS Professional Development Meetings. (2005 - 2006).

Attendee, Meeting, NAPM. (2005 - 2006).

Attendee, Meeting, NAPM. (2005 - 2006).

Organizer/Chair, Operations Management Advisory Board Meeting. (2005 - 2006).

OSM Internships. (2005 - 2006).

Attendee, Meeting, Region 14 Meetings in Chicago. (2005 - 2006).

Chairperson, Search Committee - Off Campus Faculty. (2005 - 2006).

APICS Tours. (2003 - 2006).

Committee Member, Business Administration Academic Program Review. (August 2006 - November 2006).

Committee Chair, Operations & Supply Management Academic Program Review. (September 2005 - November 2006).

Faculty Mentor, College of Business PBO (Prof. Business Organizations). (2005).

Attendee, Meeting, APICS Professional Development Meetings. (2004 - 2005).

Attendee, Meeting, NAPM. (2004 - 2005).

Attendee, Meeting, NAPM. (2004 - 2005).

Organizer/Chair, Operations Management Advisory Board Meeting. (2004 - 2005).

Attendee, Meeting, Region 14 Meetings in Chicago. (2004 - 2005).

Committee Member, College of Business Recruiting and Retention Team. (2003 - 2005).

Co-chair, Faculty Search Committee. (December 2004 - April 2005).

Attendee, Meeting, College of Business Dawg Days. (February 2005).

Chairperson, Judicial Services Review Board. (January 2005).

Team leader, Capstone Simulation. (2004).

Faculty Mentor, College of Business PBO (Prof. Business Organizations). (2004).

Attendee, Meeting, APICS Professional Development Meetings. (2003 - 2004).

Student Placement. (2003).

Faculty Advisor, FSU APICS - Registered Student Organization. (2002 - 2003).

Faculty Mentor, College of Business PBO (Prof. Business Organizations). (September 10, 2003).

Attendee, Meeting, College of Business Dawg Days. (April 19, 2003).

Professional Service

Member, Midwest Ski Area Association, MI. (August 2009 - Present).

Member, Institute of Supply Management (ISM), Grand Rapids, MI. (September 2004 - Present).

Member, Society for Case Research. (September 2003 - Present).

Director, American Production and Inventory Control Society, Grand Rapids, MI. (September 2003 - 2010).

Reviewer, Conference Paper, Decision Sciences Institute. (2007).

Reviewer, Ad Hoc Reviewer, Society for Case Research. (2007).

Director, American Production and Inventory Control Society, Grand Rapids, MI. (September 2006 - May 2007).

Public Service

Member, Big Rapids PTO, Big Rapids, MI. (November 2016 - Present).

Track Organizer, Boyne Mountain Student Tour. (February 2010).

Training, Bohning Archery. (January 2007 - May 2007).

Auditing of quality systems, Wolverine World Wide, Big Rapids and Rockford, MI. (September 2006 - May 2007).

Training, Tubelinte, Inc. (2003).

Consulting

Academic, McGraw Hill. (November 2015 - July 2017).

For Profit Organization, Crystal Mountain, Thompsonville, MI. (January 2016 - February 2017).

For Profit Organization, Barton Melloy, Grand Rapids. (August 2015).

For Profit Organization, Caberfae Peaks Ski & Golf Resort. (August 2011 - December 2011).

For Profit Organization, Bohning Archery. (January 2007 - May 2007).

For Profit Organization, Wolverine World Wide, Rockford, mi. (September 2006 - May 2007).

For Profit Organization, Hayworth, Big Rapids. (September 2005 - May 2006).

For Profit Organization, Tubelite, Inc., Reed City, MI, US. (September 2003 - December 2003).

Awards and Honors

Service, Professional

Ten year Service Award, American Association of Operations Management (APICS). (December 2007).

Dr. Alexander Manga
Ferris State University
COB - Management
(231) 591-2972
Email: AlexanderManga@ferris.edu

Education

PhD, Western Michigan University, 2016.
Major: Organizational Evaluation
Supporting Areas of Emphasis: Behavioral Evaluation
Dissertation Title: CROWDSOURCED PRODUCT REVIEWS: A STUDY OF EVALUATION STANDARDS USED

MBA, Western Michigan University, 2002.
Major: Finance
Dissertation Title: Impact of China's Labor on Plastics Globalization

BS, Western Michigan University, 1992.
Major: General Studies
Supporting Areas of Emphasis: MBA Prep (After transfer from EMU Plastics Eng.)

Professional Positions

Academic - Post-Secondary

Director MBA, Ferris State University. (May 2016 - Present).

Assistant Professor, Ferris State University. (August 2015 - Present).

MBA Director, Western Michigan University. (July 15, 2010 - November 20, 2012).

Professional

Regional Sales and Business Dev Mgt, N.A. Automotive. (November 2012 - August 2015).

Dir Marketing Sales co-owner, 50cc Parts.com. (June 2003 - April 2007).

VP Business Development, CMI Inc. (December 15, 1999 - September 1, 2003).

Sales Management, Milacron Inc/DME DIV. (October 1988 - November 1999).

Professional Memberships

America Evaluation Association. (September 7, 2010 - October 30, 2020).

Development Activities Attended

Workshop, "Making courses accessible in Blackboard," FCTL, Big Rapids, MI. (August 7, 2017 - August 12, 2017).

Faculty Fellowship, "Junior Faculty Fellows Program," FCTL, Big Rapids, MI. (November 28, 2016 - August 10, 2017).

Workshop, "Reflecting on your teaching practice," FCTL, Big Rapids, MI. (April 14, 2016).

Workshop, "Socratic Questioning: Developing students critical thinking," FCTL, Big Rapids, MI. (January 21, 2016).

Workshop, "The teacher scholar model," FCTL, Big Rapids, MI. (December 3, 2015).

Tutorial, "One on one with Jackie," Big Rapids, MI. (November 30, 2015).

Workshop, "Navigating the tenure reappointment process," FCTL, Big Rapids, MI. (November 19, 2015).

Workshop, "Reflection and Application," FCTL, Big Rapids, MI. (November 12, 2015).

Workshop, "Teaching underprepared students," FCTL, Big Rapids, MI. (October 15, 2015).

FCTL Transition Program, "Learner-Centered Teaching." (September 10, 2015).

Workshop, "Teaching and inclusive and engaged university community," FCTL, Big Rapids, MI. (September 10, 2015).

Tutorial, "One on One with Jackie," Big Rapids, MI. (August 31, 2015).

New Faculty Orientation, "Charting the Right Course," FSU. (August 19, 2015).

New Faculty Orientation, "Creating a Truly Diverse University." (August 19, 2015).

New Faculty Orientation, "The Students in My Classes." (August 19, 2015).

New Faculty Orientation Week, "Elements of a Learner Centered Syllabus," FSU. (August 18, 2015).

Workshop, "Blackboard Basics Phase 1," FCTL, Big Rapids, Mi. (August 7, 2015).

Workshop, "BlackBoard Collaboration Phase 2," FCTL, Big Rapids, MI. (August 7, 2015).

Teaching

Teaching Experience

Ferris State University

BUSN 3750, Business Process Productivity, 1 course.

BUSN 499, Integrating Experience, 7 courses.

MGMT 2750, Analytical Foundations, 3 courses.

MGMT 301, Applied Management, 3 courses.

MGMT 447, Business Ethics-Social Responsibility, 3 courses.

MGMT 488, Adv Management Cases-Problems, 13 courses.

MGMT 4990, Strategic Management, 1 course.

STQM 646, Research Methodologies, 3 courses.

Directed Student Learning

Directed Individual/Independent Study. (August 15, 2017 - Present).

Advised: Stephanie Ramdas

Awards and Honors

Outstanding Service to Students, College of Business. (April 25, 2017).

SCHOLARSHIP AND Research

Presentations Given

Manga, A. (Author), Davidson, T. (Author), French, S. (Author & Presenter), AEA Annual Conference, "Using Empowerment to spur innovation," Western Michigan University, San Antonio. (October 18, 2011).

Research in Progress

"Determining if Empowerment can spur innovation outcomes" (On-Going).

After conducting a meta-analysis of 113 studies, we were able to answer key research questions; Does Empowerment have a relationship to innovation. Does Empowerment lead to increased levels of innovation.

"Does Crowdsourced Reviews Adhere to the JSCEE Program Evaluation Standards" (Writing Results).

This study seeks to determine if crowdsourced product reviews are being performed at a standard that reflects the standards and rigor of the evaluation industry.

"Understanding the Barriers to a Healthy Lifestyle" (Writing Results).

This study sought to determine what barriers exist in living a healthy lifestyle in accordance to the five domains proscribed by lifestyle.org

Service

University Service

Student Org Advisor (Non-Professional Org), Men's Club Baseball. (September 1, 2016 - Present).

Committee Member, College Curriculum Committee. (September 1, 2016 - September 1, 2017).

Committee Member, Management Team Hiring Committee. (September 1, 2016 - September 1, 2017).

Committee Member, University Graduate and Professional Council. (September 1, 2016 - September 1, 2017).

Student Org Advisor (Non-Professional Org), Woman's Rugby -Club. (September 1, 2016 - May 15, 2017).

Hitting and infielders coach, Woman's Varsity Softball. (December 15, 2016 - April 30, 2017).

Consulting

Academic, New Generations Medical, Toledo Ohio. (June 2016 - September 2016).

For Profit Organization, NW Ohio Partners In Womens Health, Toledo, OH. (June 1, 2015 - April 30, 2016).

Development of evaluation instruments, Stryker Medical, Kalamazoo, MI. (January 15, 2011 - April 30, 2011).

Dr. David Marion Ph.D.
Ferris State University
COB - Management
(231) 591-3164
Email: DavidMarion@ferris.edu

Education

Certificate, Kepner-Tregoe, 2017.
Major: Critical Thinking

Certificate, 2016.
Major: Train the Trainer

Certificate, PMI International, 2007.

PhD, University of Toledo, 2006.
Major: Manufacturing Management with Engineering
Dissertation Title: The Antecedents and Consequences of a Strategic Orientation Leading to Innovation, Organizational Structure and Competitive Advantage

MS, University of Toledo/Kettering, 2004.
Major: Manufacturing Management with Engineering

BME, University of Toledo, 2001.
Major: Mechanical Engineering

Professional Positions

Academic - Post-Secondary

Professor, Ferris State University. (August 2012 - Present).

Associate Professor, Ferris State University. (August 2009 - August 2012).

Assistant Professor, Ferris State University. (August 2006 - August 2009).

Professional

Maintenance Supervisor, General Motors Corporation. (May 2000 - August 2001).

Accessories Engineer (contract), Mazda Corporation. (March 1999 - January 2001).

Design Engineer (contract), Plastics Technologies. (March 1996 - January 1999).

Project Manager, Modern Tools, Inc. (August 1993 - February 1996).

Licensures and Certifications

Project Management Professional, PMI. (January 2013 - December 2013).

Project Management Professional, PMI. (January 2012 - December 2012).

Project Management Professional, PMI. (January 2011 - December 2011).

Project Management Professional, PMI. (January 2010 - December 2010).

Project Management Professional, PMI. (January 2009 - December 2009).

Project Management Professional, PMI. (January 2008 - December 2008).

Project Management Professional, PMI. (June 2007 - May 2008).

Professional Memberships

Academy of Management.

APICS.

Decision Sciences.

Member, Institute of Industrial Engineers. (August 2014 - Present).

WMPMI. (December 2007 - Present).

Member, Southern Management Association. (June 2009 - June 2010).

Development Activities Attended

Regular Meetings, "APICS," APICS, Grand Rapids, MI, USA. (January 2017 - December 2017).

Regular Meetings, "APICS," APICS, Grand Rapids, MI, USA. (January 2016 - December 2016).

Regular Meetings, "APICS," APICS, Grand Rapids, MI, USA. (January 2015 - December 2015).

Conference Attendance, "IIE Engineering Lean Six Sigma Conference 2015," IIE, Atlanta, Georgia, USA. (September 30, 2015 - October 2, 2015).

Regular Meetings, "APICS," APICS, Grand Rapids, MI, USA. (January 2014 - December 2014).

Regular Meetings, "APICS," APICS, Grand Rapids, MI, USA. (January 2013 - December 2013).

Conference, "Lean Accounting Summit," Lean Accounting Association, Orlando, Florida, USA. (October 17, 2013 - October 21, 2013).

Regular Meetings, "APICS," APICS, Grand Rapids, MI, USA. (January 2012 - December 2012).

Conference Attendance, "Meetings," Project Management Institute, Grand Rapids, MI, US. (January 2011 - December 2011).

Regular Meetings, "APICS," APICS, Grand Rapids, MI, USA. (January 2011 - December 2011).

Conference Attendance, "Meetings," Project Management Institute, Grand Rapids, MI, US. (January 2010 - December 2010).

Regular Meetings, "APICS," APICS, Grand Rapids, MI, USA. (January 2010 - December 2010).

Regular Meetings, "APICS," APICS, Grand Rapids, MI, USA. (January 2010 - December 2010).

Conference Attendance, "ACBSP Conference for accreditation," ACBSP, Los Angeles, California, USA. (June 24, 2010 - June 29, 2010).

Continuing Education Program, "Leadership Class," Michigan State University, Lansing, MI, USA. (May 6, 2010 - May 7, 2010).

Conference Attendance, "Midwest Decision Sciences," Decision Sciences, University of Toledo, Toledo, Ohio, USA. (April 22, 2010 - April 24, 2010).

Conference Attendance, "Meetings," Project Management Institute, Grand Rapids, MI, US. (January 2009 - December 2009).

Regular Meetings, "APICS," APICS, Grand Rapids, MI, USA. (January 2009 - December 2009).

Workshop, "Michigan Quality Council," Baldrige, Howell, MI, USA. (September 23, 2009).

Conference Attendance, "ACBSP Conference for accreditation," ACBSP, San Antonio, Texas, USA. (June 25, 2009 - June 29, 2009).

Continuing Education Program, "Innovation," Orion Group/Michigan State University, Lansing and Grand Rapids, MI, USA. (May 27, 2009 - May 28, 2009).

Continuing Education Program, "Process Mapping," Orion Group/Michigan State University, Lansing and Grand Rapids, MI, USA. (April 28, 2009 - April 29, 2009).

Conference Attendance, "NC State Undergraduate Assessment Symposium," NC State, Durham, North Carolina, USA. (April 23, 2009 - April 26, 2009).

Conference Attendance, "Midwest Decision Sciences," Decision Sciences, Miami University, Miami, Ohio, USA. (April 15, 2009 - April 18, 2009).

Workshop, "Michigan Quality Council," Baldrige, Howell, MI, USA. (March 11, 2009 - March 12, 2009).

Conference Attendance, "Meetings," Project Management Institute, Grand Rapids, MI, US. (January 2008 - December 2008).

Ongoing Meetings, "APICS," APICS, Grand Rapids, MI, USA. (January 2008 - December 2008).

Seminar, "Green Belt Training," SteelCase University, Grand Rapids, MI, USA. (September 29, 2008 - November 17, 2008).

Conference Attendance, "Lilly Conference," International Teaching and Learning Institute, Traverse City, MI, USA. (September 19, 2008 - September 21, 2008).

Conference Attendance, "NC State Undergraduate Assessment Symposium," NC State, Durham, North Carolina, USA. (April 25, 2008 - April 28, 2008).

Conference Attendance, "Midwest Decision Sciences," Decision Sciences, Penn State Erie, Erie, Pennsylvania, USA. (April 16, 2008 - April 19, 2008).

Workshop, "Class Trip to Burke Porter Machinery," Burke Porter Machinery/Skytron, Grand Rapids, MI, USA. (April 11, 2008).

Workshop, "Class Trip to Skytron," Ferris/Skytron, Grand Rapids, MI, USA. (March 28, 2008).

Conference Attendance, "Supply Chain Management," APICS/SteelCase University, Grand Rapids, MI, USA. (March 19, 2008).

Continuing Education Program, "Michigan Quality Council," Baldrige, Howell, MI, USA. (March 10, 2008 - March 12, 2008).

Workshop, "Class Trip to Johnson Controls," Ferris/Johnson Controls, Holland, MI, USA. (March 6, 2008).

Workshop, "Class Trip to Inwin Seating," Ferris/Inwin Seating, Grand Rapids, MI, USA. (February 28, 2008).

Conference Attendance, "APICS Student Case Competition," APICS, Chicago, Illinois, USA. (February 15, 2008 - February 16, 2008).

Workshop, "Class Trip to Gentex," Ferris/Gentex, Holland, MI, USA. (February 8, 2008).

Conference Attendance, "Meetings," APICS, Grand Rapids, MI, US. (2007).

Conference Attendance, "Meetings," Project Management Institute, Grand Rapids, MI, US. (2007).

Seminar, "Professional Development Day for Project Management Institute," Holland, MI, US. (2007).

Conference Attendance, "Decision Sciences," Decision Sciences, Pheonix, Arizona, USA. (November 16, 2007 - November 20, 2007).

Workshop, "Project Management Day," PMI Institute local chapter, Grand Rapids, MI, USA. (October 8, 2007).

Workshop, "MQC Site Visit," Baldrige/MQC, Detroit, MI, USA. (June 17, 2007 - June 22, 2007).

Workshop, "Class Trip to Johnson Controls," Ferris/Johnson Controls, Holland, MI, USA. (June 14, 2007).

Workshop, "Michigan Quality Council," Baldrige, Ann Arbor, MI, USA. (May 4, 2007).

Conference Attendance, "Midwest Decision Sciences," Decision Sciences, Northern Illinios University, Chicago, Illinios, USA. (April 12, 2007 - April 14, 2007).

Workshop, "Michigan Quality Council," Baldrige, Ann Arbor, MI, USA. (March 21, 2007 - March 22, 2007).

Continuing Education Program, "PMP Training Camp," Project Management Training Insitute, Southfield, MI, USA. (December 17, 2006 - December 21, 2006).

Teaching

Teaching Experience

Ferris State University

BUSN 499, Integrating Experience, 27 courses.
 MGMT 370, Quality-Operations Mgmt, 3 courses.
 MGMT 402, Six Sigma Process Management, 4 courses.
 MGMT 422, Cost Mgmt. for Lean Systems, 4 courses.
 MGMT 746, Business Strategy & Innovation, 3 courses.
 MGMT 751, Lean Six Sigma, 1 course.
 MGMT 753, Lean Cost Management, 1 course.

Non-Credit Instruction

Guest Lecture, FSU, 10 participants. (February 2015).

Guest Lecture, COB Management Department, 25 participants. (August 2010).

Directed Student Learning

Directed Individual/Independent Study. (January 2017 - May 2017).
 Advised: Khalid Alshamrani, Megan Cameron, Leanne Leuthard, Austin Los, Monica VandenBerg

Directed Individual/Independent Study. (August 2015 - December 2015).
 Advised: Joshua Baird, Joe Dockery, Dakota Dotson, Zackery Place, Benjamin Roels

Lean course, "Six Sigma." (August 31, 2015 - December 12, 2015).
 Advised: Dakota Dotson

Directed Individual/Independent Study. (May 2015 - June 2015).
 Advised: Mabel Acosta, Kelly Davis, Patrick Sheldon

Directed Individual/Independent Study. (August 2014 - December 2014).
 Advised: Logan England, Andrea Kriz

Directed Individual/Independent Study, "Six Sigma for Operations." (June 2014 - July 2014).
 Advised: Alisa Dyroo, Mona Adronski

Directed Individual/Independent Study. (May 2014 - June 2014).
 Advised: Kollin Bergeron, Alisa Deroo, Taryn Laverdiere

Directed Individual/Independent Study. (January 2014 - May 2014).
 Advised: Mona Alaskandrani

Directed Individual/Independent Study, "Project Management." (August 2012 - December 2012).
Advised: Katie O'Briant, Johnathan Wybo

SCHOLARSHIP AND Research

Published Intellectual Contributions

Other

Marion, D. (in press). Six Sigma. *MBA Program*.

Marion, D. (in press). Lean Cost Management. *MBA Program*.

Marion, D. (in press). Strategy and Innovation. *MBA Program*.

Marion, D. (in press). Lean Six Sigma. *Course in Lean Certificate*.

Marion, D. (in press). *Cost Management for Lean Systems*.

Eshbach, L., Marion, D., Lyman, S. B. (2013). *Operations and Supply Management Major Modifications. The Operations and Supply Management (OSM) program was reviewed during the 2012-13 APR cycle. Several suggestions from our advisory board and the APR committee were provided during the process. It was recommended that we review our program against the benchmark programs in the state, redesign where appropriate and look at ways to successfully promote our program. The revisions included a lean systems focused curriculum. The MGMT 432 (Lean Logistics and Supplier Development) new course was included in the proposal. The course will be offered during Spring 2014 semester.*

Marion, D. (in press). *Six Sigma Process Management*.

Eshbach, L., Marion, D. (2012). *Lean Systems Certificate. The Lean Systems certificate specifically integrates the Lean concepts (process efficiency), Six Sigma (process quality), and leadership techniques (employee centric) to assist the organization in achieving and sustaining optimal employee and organization/operational performance. Two new courses were developed as part of the proposal - MGMT 402 (Six Sigma Process Management) and MGMT 412 (Lean Culture and Skills Development). These courses were successfully offered during Spring 2013 semester.*

Presentations Given

Marion, D. M., Shanghai Delegate, "Lean Techniques," Ferris State University, Flite. (September 28, 2017).

Eshbach, L., Marion, D., "Lean Tools and Applications for Information Technology," FSU Information Technology Department, Big Rapids, MI. (January 26, 2017).

Marion, D. M., Faculty Presentation, "What effect does gasoline have on our economy?," Ferris State University, COB. (February 5, 2015).

Marion, D. (Author & Presenter), Alspach, S. (Author & Presenter), MacEachron, S. (Author & Presenter), Lilly Conference, "I Can See You and/but You Can't Hide": Differences and Challenges in Teaching the Same Course in both Face-to-Face and Fully Online Formats," Traverse City Michigan. (November 2012).

Marion, D. (Author & Presenter), ACBSP conference, "What is Assessment Doing for Us?," ACBSP, Los Angeles, CA. (June 26, 2010).

Marion, D. (Author & Presenter), Midwest Decision Sciences, "Factors Influencing the Adoption of Lean Techniques," Midwest Decision Sciences, Toledo, OH. (April 23, 2010).

Marion, D. (Author), Academy of Management, "Evidence of Managerial Malpractice: An empirical Study," Academy of Management, Chicago, IL. (August 2009).

Marion, D. (Author & Presenter), APICS Grand Rapids, "Innovation Management," APICS Grand Rapids, Grand Rapids, MI. (April 2009).

Marion, D. (Author), Midwest Decision Sciences, "how Negotiation Strategies Effect Supplier Relations," Erie, PA. (April 16, 2008).

Marion, D. (Presenter), Statistics Club, "Presentation for Statistics Club." (2007).

Marion, D. (Author & Presenter), Midwest Decision Sciences, "Strategic Organization in Small Business that Leads to a Competitive Advantage.," Chicago, IL. (June 2007).

Marion, D. (Author & Presenter), Lim, J. (Author & Presenter), Jeong, J. S. (Author & Presenter), DSI National Conference, "An Integrated Conceptual Model of B2B E-Commerce Adoption Intention," DSI, San Fransisco, CA, US. (November 2005).

Marion, D. (Author & Presenter), DSI National Conference, "Manufacturing verseus Design Dominance in the New Product Development Process," DSI, San Fransisco, CA. (November 2005).

Marion, D. (Presenter), Lim, J., Hawaii International Conference on Business, "A Study of the Relationship Between Market Orientation and Strategic Orientation," Wakiki, Hawaii. (April 2005).

Marion, D. (Author & Presenter), Midwest Decision Sciences, "Computer Integrated Systems and Inter-Organizational Systems Effect on New Product Development," Toledo, OH. (April 2005).

Marion, D. (Author & Presenter), Liao, K. (Author & Presenter), Lim, J. (Author & Presenter), Midwest Decision Sciences, "Degree of Outsourcing in Prototyping Function in Global Supply Chain Management," Toledo, OH. (April 2005).

Marion, D. (Author & Presenter), DSI National Conference, "A Strategic Profile for Service Firms," DSI, Boston, MA, US. (November 2004).

Marion, D. (Author & Presenter), DSI National Conference, "Virtual Teams: Allocentrism or Idiocentrism? Which Will Perform Better in a Computer-Mediated Environment?," DSI, Boston, MA, US. (November 2004).

Marion, D. (Author & Presenter), Midwest Decision Sciences, "Will Vendor Selection Go the Way of E-Procurement?," Cleveland, OH. (April 2004).

Media Contributions

TV

FSU TV. (April 2010).

Contracts, Grants and Sponsored Research

Contract

Marion, D., "Human Resource Survey," Sponsored by Whirlpool Corporation, Private. (April 2009 - August 2015).

Grant

Marion, D., "What Can LEAN Do For Us?," Ferris State University, \$2,500.00. (2007).

Research in Progress

"Lean Adoption" (On-Going).

This is ongoing from previous work as each year I survey the same group to build longitudinal data.

"Managerial Malpractice" (On-Going).

Continued from previous paper completed with the Gilleys. Paper was submitted and rejected with conditions, looking to rewrite.

"The Focus of Lean Adoption" (On-Going).

Research is developing from the work with Whirlpool Corporation into what promotes the adoption of Lean practices.

Service

University Service

Committee Member, Standard and Policy Committee. (August 2017 - Present).

Committee Member, Faculty Senate. (April 2015 - Present).

Student Org Advisor (Professional Org), APICS. (February 2015 - Present).

Committee Chair, Tenure for COB MGMT. (August 2013 - Present).

Committee Member, UCC. (August 2013 - Present).

Committee Member, APR. (September 2016 - May 2017).

Committee Member, FFA Executive Board. (May 2012 - October 2016).

Sole operator of position, SMA. (September 2012 - July 2016).

Committee Member, College Curriculum Committee. (August 2015 - May 2016).

Committee Member, College Curriculum Committee. (August 2014 - May 2016).

Committee Member, VP of HR hiring committee. (February 2016 - March 2016).

Committee Chair, Hiring Committee. (September 2014 - June 2015).

Committee Chair, CCC. (August 2014 - May 2015).

Committee Member, Faculty Senate member. (August 2011 - May 2015).

Committee Member, University Senate. (August 2010 - May 2015).

Committee Chair, Hiring Committee. (January 2015 - April 2015).

Committee Member, Tenure/Promotion. (October 2014 - February 2015).

Committee Member, College Curriculum Committee. (August 2013 - May 2014).

Vice President, University Senate. (May 2013 - May 2014).

Committee Member, Executive Senate. (August 2011 - May 2013).

Committee Chair, COB Assessment Committee. (November 2008 - May 2013).

Committee Chair, APR. (March 2012 - September 2012).

Committee Chair, Standard and Policy Committee. (August 2011 - July 2012).

Committee Member, Executive Senate. (August 2010 - July 2011).

Committee Member, Faculty Senate member. (August 2010 - July 2011).

Committee Member, Standard and Policy Committee. (August 2010 - July 2011).

Aid faculty with assessment, COB Assessment Mentor. (September 2010 - May 2011).

Chairperson, Athletic Advisory Committee. (September 2007 - September 2010).

Committee Member, Energy Conference Steering Committee. (September 2009 - August 2010).

Committee Member, Faculty Senate member. (August 2009 - July 2010).

Committee Member, AAAC Committee. (September 2007 - May 2010).

Accreditation movement. (2007 - 2008).

Committee Member, College of Business Core Committee. (2006 - 2007).

Attendee, Meeting, Honors Dinner. (2006 - 2007).

Professional Service

Reviewer, Conference Paper, Southern Management Association. (2015).

Reviewer, Conference Paper, Academy of Management. (2014).

Reviewer, Conference Paper, Academy of Management. (2013).

Reviewer, Conference Paper, National DSI Conference. (2011).

Reviewer, Conference Paper, National DSI Conference. (2010).

Reviewer, Conference Paper, National DSI Conference. (2009).

Chairperson, Midwest DSI Conference. (April 2009).

Reviewer, Conference Paper, National DSI Conference. (2007).

Reviewer, Book, Project management text. (2007).

Public Service

Board Member, Rockford Community Swim Team, Rockford, Michigan. (March 2010 - May 2016).

Committee Member, Habitat for Hummanity, Big Rapids, Michigan. (November 2012 - June 2014).

Chairperson, Rockford Parent Booster Organization, Rockford, Michigan. (August 2009 - August 2010).

Treasurer, Rockford Parents Swim Association, Rockford, Michigan. (March 2008 - March 2010).

Reader/Discussant, 4th Grade Classes. (2007).

Reader/Discussant, 4th Grade Classes. (2007).

Judge, Stanwood School Innovation Day, Stanwood, MI. (2007).

Consulting

Academic, Spectrum Health Big Rapids and Reed City, Big Rapids and Reed City. (May 2016 - Present).

For Profit Organization, Haworth Corporation, Big Rapids MI. (March 20, 2014 - Present).

For Profit Organization, WW Williams, Columbus, Ohio. (July 14, 2016 - September 8, 2016).

For Profit Organization, Whirlpool Corporation, All Physical Plants. (May 2015 - July 2015).

For Profit Organization, Whirlpool Corporation, All Physical Plants. (June 2014 - November 2014).

For Profit Organization, Whirlpool Corporation, All Physical Plants. (June 2013 - November 2013).

For Profit Organization, Whirlpool Corporation, All Physical Plants. (June 2012 - November 2012).

For Profit Organization, Whirlpool Corporation, All Physical Plants. (June 2011 - November 2011).

For Profit Organization, Whirlpool Corporation, All Physical Plants. (June 2010 - November 2010).

For Profit Organization, Whirlpool Corporation, Benton Harbor. (May 2009 - October 2009).

For Profit Organization, Dana Corporation. (2003).

Awards and Honors

Service, University

COB Award for faculty Engagement, COB. (April 26, 2016).

Dr. Carol L. Rewers Dr.
Ferris State University
COB - Management
(231) 591-2447
Email: CarolRewers@ferris.edu

Education

PhD, Capella University - College of Business, 2007.
Major: Organization and Management

MS, Michigan State University, 1992.
Major: Labor and Industrial Relations

MS, Western Michigan University, 1989.
Major: Public Health Administration

BS, Ferris State University, 1986.

AAS, Ferris State University, 1985.
Major: Nursing

Professional Positions

Academic - Post-Secondary

Associate Professor, Ferris State University. (August 2012 - August 2014).

Assistant Professor, Ferris State University. (August 25, 2008 - August 2012).

Assistant Professor, Davenport University. (August 2007 - August 2008).

Adjunct faculty and full-time temporary positions in the School of Allied Health and College of Business., Ferris State University. (August 2002 - May 2005).

Adjunct Faculty, Lansing Community College, Health Careers Department. (April 1989 - January 1991).

Professional

Assistant Vice President & Interim V.P., Patient Care Services Operations, Sparrow Health System. (March 1998 - August 2002).

Department Manager, Women's Pavilion, Sparrow Health System. (March 1995 - August 2002).

Clinical Director of Medical and Oncology Services/Patient Care Director, Middle Tennessee Medical Center. (March 1994 - March 1995).

Assistant Department Manager - Women's Pavilion, Sparrow Hospital. (September 1992 - February 1994).

Data Manager - Department of Medicine, Michigan State University. (September 1989 - June 1992).

Director of Professional Services, Upjohn Healthcare Services. (May 1988 - May 1989).

Staff Nurse - Medical Unit and Intensive Care Units, Ingham Medical Center. (June 1986 - 1988).

Other

Professor, Ferris State University. (August 2014 - Present).

Licensures and Certifications

CPR AED Certificate. (October 2015 - Present).

Professional Memberships

Society for Human Resource Management. (2009 - Present).

Academy of Management. (September 2008 - Present).

Institute for Supply Management. (September 2008 - Present).

Mecosta Osceloa Human Resource Management Association. (2010 - 2016).

Society of Case Research. (2010 - 2013).

American College of Healthcare Executives. (2004 - 2010).

American Society of Public Administrators. (2002 - 2004).

American Organization of Nurse Executives. (2001 - 2002).

Michigan Organization of Nurse Executives. (1999 - 2002).

Development Activities Attended

Continuing Education Program, "CPR & AED Re-Certification," American Red Cross, Big Rapids, MI. (April 3, 2018).

Continuing Education Program, "First Aid Re-Certification," American Red Cross, Big Rapids, MI. (April 3, 2018).

Conference Attendance, "MIOSHA Record Keeping and Costs of Injury," State of Michigan, Midland, Michigan, US. (March 13, 2018).

Conference Attendance, "Supervisor's Role in Safety and Health Training," State of Michigan: MIOSHA, Lansing, Michigan, US. (February 27, 2018).

Conference Attendance, "MIOSHA- General Industry Training," State of Michigan, Cadillac, MI, US. (January 30, 2018 - February 1, 2018).

Seminar, "MIOSHA - When MIOSHA Enforcement Visits," State of Michigan, Traverse City, MI, US. (January 2018).

Workshop, "Open Educational Resources (OERs)," FCTL, Big Rapids, Michigan, U.S. (September 26, 2017 - December 14, 2017).

Seminar, "Active Shooter Safety Training," MIOSHA/Kent Country Club, Grand Rapids, Michigan. (May 9, 2017).

Conference Attendance, "Lilly Conference," Traverse City, Michigan. (October 2015).

Workshop, "Learning Community: Banner HR," FSU. (September 30, 2014).

Workshop, "West Michigan Total Internship Management Workshop," Grand Rapids, MI. (May 22, 2014 - May 2014).

Conference Attendance, "HR Day Professional Networking Conference," Michigan Society For Human Resource Management. (June 2013).

Conference Attendance, "MBAA International Conference," Chicago, IL, USA. (March 2012 - 2012).

Conference Attendance, "MiBug- A Collaborative Group For Michigan Blackboard Users." (April 2012 - 2012).

Conference Attendance, "Spring Learning Institute." (April 2012 - 2012).

Seminar, "Blackboard 9.1 Phase I & II Training." (August 2012 - 2012).

Quality Matters Training Course. (September 2012 - November 2012).

Conference Attendance, "Professional Career & Leadership Conference." (September 28, 2011 - 2011).

Workshop, "McGraw Hill Connect/FSU Training," McGraw Hill. (December 8, 2011 - 2011).

"American Red Cross CPR & AED Re-Certification." (November 2011).

"Blackboard- Learn Training -6 Hr. Training." (November 2011).

"McGraw Hill Connect Training." (September 2011).

"Spring Learning Institute." (April 2011).

"Society of Case Research - Summer Case Writing Workshop," Hanover, Indiana. (July 2010).

"Scholarship of Teaching and Learning Academy & SOTL Initiative.," FCTL, Ann Arbor, Michigan. (May 2010).

"Dr. Rochona Majumdar, India as an Emerging World Power.," FSU - Globalization Committee. (April 15, 2010).

"Kun Shik Cho – Former President & CEO – Hyundai Globalization Presentation.," FSU - Globalization Committee. (April 14, 2010).

"Globalization & Manufacturing Presentation," FSU - Globalization Committee. (January 14, 2010).

"Participated in Jossey-Bass OTL Conference," FSU- FCTL. (October 7, 2009).

"Digital Measures Workshop." (September 29, 2009).

"Course-Mapping Workshop, COB." (August 2009).

"New Faculty Advising Workshop," FSU, Big Rapids, MI, USA. (July 22, 2009).

New Faculty Transition Programs, "Multiple Programs 2008-2009," FSU, Big Rapids, MI, USA. (August 2008 - April 2009).

"New Advisor Training," FSU, Big Rapids, MI, 49307. (April 28, 2009).

"Spring Learning Institute." (March 2009).

Grant and Research Education Series, 2008-2009, "Multiple Sessions -Grant and Research Education Series, 2008-2009," FSU, Big Rapids, MI, USA. (September 2008 - March 2009).

"FerrisConnect Online Training," FSU, Big Rapids, MI, USA. (2008).

"Six Sigma Training," Ice Mountain, Stanwood, MI, US. (2005).

Conference Attendance, "Legal Mandates - HIPPA." (2003).

"Grant Writing Seminar." (2003).

Awards and Honors

Sparrow Nurse Manager of the Year, Sparrow Hospital. (2002).

Leadership Recognition, Gallup Survey. (2001).

Associate of the Month. (June 1997).

Nurse of the Year Nomination, Ingham Medical Center. (1988).

Teaching

Teaching Experience

Ferris State University

MGMT 370, Quality-Operations Mgmt, 12 courses.

MGMT 373, Human Resource Management, 15 courses.

MGMT 385, Recruitment and Selection, 8 courses.

MGMT 491, Management Internship, 4 courses.

SCHOLARSHIP AND Research

Published Intellectual Contributions

Conference Proceedings

Rewers, C. L. (2013). *GEO Group, Inc. North Lake County Correctional Facility*. Chicago: Society of Case Research.

Rewers, C. L., Brotherton, T. (2012). *Strike or No Strike? Negotiating a Faculty Labor Contract - From Management's Perspective During Tough Economic Times - a Management's perspective*. SCR Winter Conference proceedings.

Other

Lyman, S. B., Rewers, C. L. (2006). *ISO 9000 and Supplier Ethics*. MBAA Conference.

Refereed Journal Articles

Brotherton, T., Rewers, C. L. (2013). Strike or No Strike? Negotiating a University Labor Contract - During Tough Economic Times. *Journal of Critical Incidents*, 6.

Brotherton, T., Rewers, C. L. (2011). PlanetHospital.com - Medical Tourism Website at a Crossroad. *Annual Advances in Business Cases*.

Brotherton, T., Rewers, C. L. (2011). Strike or No Strike? Negotiating a Faculty Labor Contract - From Management's Perspective During Tough Economic Times. *SCR Winter Conference proceedings*.

Brotherton, T., Rewers, C. L. (2009). PlanetHospital.com - Medical Tourism Website at a Crossroad.

Presentations Given

Rewers, C. L. (Author & Presenter), Society for Case Research -Co-Author & Presentator, "Survey of SCR Membership Report & Future Data Collection," Chicago. (2012).

Rewers, C. L., Society for Case Research - Session Discussant, "The \$600 Billion Bailout; HTC Buidling Competitive Advantage in the Mobile Handset Business." (2012).

Rewers, C. L., Society for Case Research - Session Chair, "Am I Truly Self-Employed? Barry Minkow Insider Trading Fraud. Drinks to Die For," Chicago. (March 2012).

Rewers, C. L., Society for Case Research - Annual Conference, "GEO Group," Chicago. (March 2012).

Rewers, C. L., Society for Case Research - Discussant, "HIPPA Exposure; What kind of discipline and follow up training is appropriate for fire fighters; etc.," Chicago. (March 2012).

Rewers, C. L. (Presenter), Mecosta Osceola Human Resource Association, "Understanding Student Internships." (January 2012).

Rewers, C. L., MBAA, "Presentation - Reviewer," SCR, Chicago, IL. (March 24, 2011).

- Rewers, C. L., Case Discussant- SCR, "Reviewer and Case Discussant," SCR, Hanover Indiana. (July 17, 2010).
- Rewers, C. L., Society of Case Research - Summer Workshop, "PlanetHospital.com," SCR, Hanover Indiana. (July 16, 2010).
- Rewers, C. L., MBAA - Presenter, "Using Cases as Online Teaching Tools: Do's and Don'ts from the Trenches," SCR, Chicago, Ill. (March 26, 2010).
- Rewers, C. L., MBAA, "Society of Case Research Board Mtg. Developed and co-presented a 2012 Conference Proposal," SCR, Chicago, Ill. (March 24, 2010).
- Rewers, C. L., COB Colloquium, "Promoting the Integration of Theory and Practice: Classroom Exercises that Cultivate Student Learning.," COB, COB. (November 5, 2009).
- Rewers, C. L., Lilly North Conference, "Promoting creativity in the classroom - What does "Hot Wheels" have to do with business layout design strategies?," FCTL, Traverse City. (September 25, 2009).
- Rewers, C. L., Lilly North Conference, "Utilizing government resources to enhance the learning outcomes for Human Resource students that support effective business practices," FCTL, Traverse City. (September 25, 2009).
- Rewers, C. L. (Author & Presenter), Lyman, S. B. (Author & Presenter), MBAA 2006 Conference, "ISO 9000 and Supplier Ethics," MBAA, Chicago, IL. (March 2006).
- Lyman, S. B. (Author & Presenter), Rewers, C. L. (Author & Presenter), BHAA, Business and Health Administration Association, "Moral and Ethical Considerations Associated with Safeguarding the Public's Interest in Medical error Cases," MBAA, Chicago, IL. (March 2006).
- Rewers, C. L., Backpack to Briefcase Conference, "Motivational Speaker," FSU. (2002).

Contracts, Grants and Sponsored Research

Grant

- Rewers, C. L., "MIOSHA Training," Sponsored by Faculty Development Grant, Ferris State University, \$1,292.00. (January 10, 2018 - January 2019).
- Rewers, C. L., "Faculty Center for Teaching and Learning," Sponsored by Ferris State University, Ferris State University, \$800.00. (October 2015).
- Rewers, C. L. (Principal), "Academic Service Learning Project," Sponsored by Experiential Learning Grant, Ferris State University, \$200.00. (September 2014 - May 2015).
- Rewers, C. L. (Principal), Sponsored by Diversity mini grant, \$4,500.00. (April 2012 - May 2013).
- Rewers, C. L., "Timme Grant MBAA International Conference," Sponsored by Faculty Center for Teaching and Learning. (November 2011).

Other

- Rewers, C. L., "Society of Case Research Summer Workshop," Sponsored by Timme Travel. (July 15, 2010).
- Rewers, C. L., "Scholarship of Teaching and Learning Academy & SOTL Initiative," Sponsored by FCTL. (May 17, 2010).
- Rewers, C. L., "9th Annual Lilly Conference," Sponsored by FCTL. (September 24, 2009).

Awards and Honors

- Best Case Study for 2010-2011, Journal of Annual Advances in Business Cases. (June 2011).
- Best Paper Award- 2008, Business and Health Administration Association (BHAA). (April 2008).

Research in Progress

- "GEO Group, Inc. North Lake Correctional Facility's" (Writing Results).
- "Strike or No Strike: Management Perspective".
- "Strike or No Strike: Negotiating a Faculty Labor Contract from a Management Perspective During Tough Economic Times".
Management perspective case study research

Service

University Service

- Committee Member, Business Administration APR Program Review.
- Committee Member, General Business -APR.
- General Business Advisory Board Member.

Committee Member, Human Resource APR Program Review.

Committee Member, Operations Advisory Board Member.

Committee Member, Operations Management APR Program Review.

Transfer Course Equivalency Reviewer, College of Business-Management Department. (2012 - Present).

Student Academic Advising, College of Business-Management Department. (2009 - Present).

Chairperson, Sabbatical Committee - College of Business. (September 2017 - September 2018).

Committee Member, Sabbatical Committee - University Wide. (September 2017 - September 2018).

Committee Member, HR Advisory Board Member. (2017).

Committee Member, Tenure Committee - David Brown. (September 2015 - 2017).

Committee Member, Tenure Committee - Ted Mattis. (September 2014 - 2017).

Chairperson, Human Resource -APR. (February 2017 - November 2017).

Committee Member, Sabbatical Committee. (September 2016 - August 2017).

Requested by PGM Dept to Serve as MGMT Faculty Participant, PGM - Site Visit Accreditation. (2016).

Resume Critiquing, Career Services "Coffee & Resume Critiquing". (2014 - 2015).

Faculty Advisor, Mgmt Faculty Internship. (June 2013 - 2015).

Adjunct Faculty Reviewer, COB-Management Department. (2009 - 2015).

Student Org Advisor (Professional Org), SHRM Student RSO. (2009 - 2015).

Committee Member, Scholarship Committee. (September 2014 - May 2015).

Committee Member, Diversity Committee. (August 2014 - May 2015).

E-Board Member, Ferris Faculty Association. (September 2013 - May 2015).

Committee Member, College Curriculum Committee. (August 2012 - 2014).

Volunteer, College of Business. (2009 - 2014).

Faculty Advisor, TORCH Committee. (2011 - 2013).

Faculty Mentor, International Center: Changsha Social Work College - (May 2013).

COB Graduation Commencement Ceremonies. (2012).

Committee Member, Academic Program Review - Business Administration. (2011 - 2012).

Committee Member, Academic Program Review - Operations Management. (2011 - 2012).

Student Org Advisor (Non-Professional Org), TORCH Program. (2011 - 2012).

Committee Member, University Curriculum Committee. (August 2011 - May 2012).

Prospective Student Visit - Faculty Host. (April 2012).

COB Graduation Commencement Ceremonies. (December 2011).

Taskforce -GE Wellness Rubrics. (2011).

Academic Program Review – Human Resource Management. (2010 - 2011).

Committee Member, General Business Advisory Board Member. (2010 - 2011).

Committee Member, John P. Nelson Memorial Scholarship Committee. (2010 - 2011).

Committee Member, Senate Health and Promotions/Substance Abuse Prevention Committee. (2010 - 2011).

Student Org Advisor (Professional Org), SHRM. (2010 - 2011).

First Impressions Volunteer. (August 2011).

Committee Member, Academic Senate, FSU. (August 2009 - August 2011).

HR Advisory Board Member. (May 2011).

Committee Member, HR Advisory Board Member. (May 2011).

Academic Program Review – General Business Associate Degree. (2010).

Committee Member, Innovative Breakthroughs Entrepreneurial Annual Scholarship Committee. (2010).

Committee Member, Management Department Newsletter. (2010).

Committee Member, Management Department Scholarship Committee Member. (2010).

Committee Member, Academic Program Review - Finance. (2009 - 2010).

Committee Member, Academic Program Review – Finance. (2009 - 2010).

Chairperson, Academic Senate Bylaw and Charter Review Committee. (2009 - 2010).

Committee Member, Douglas O. Froelich Memorial Endowment Fund Scholarship Committee. (2009 - 2010).

Committee Member, Faculty Research Committee. (2009 - 2010).

Committee Member, Finance APR Program Review. (2009 - 2010).

Committee Member, FSU's Tot's Place Development Center. (2009 - 2010).

COB Graduation Commencement Ceremonies. (May 2010).

Attendee, Meeting, Ms. Nontombi Naomi Tutu, breakfast reception and "South Africa: Healing the Wounds of Racism" lecture. (March 2, 2010).

District II DECA Conference Judge. (2009).

First Impressions Volunteer. (2009).

Attendee, Meeting, MISHRM. 21st Annual State Conference. (October 2009).

Committee Member, Alumni Relations Board of Directors, FSU. (2001 - 2005).

Professional Service

Reviewer, Conference Paper, Academy of Management - Reviewer & Emergency Reviewer. (2009 - Present).

Board of Advisors, Career Services - Advisory Board, Big Rapids, Michigan. (2015 - 2018).

Conference-Related, MSU - SHRM Conference, East Lansing, Michigan. (February 23, 2018).

Reviewer, Conference Paper, Academy of Management - Reviewer. (January 2018 - February 22, 2018).

Conference-Related, MIOSHA -General Industry Training, Cadillac, MI. (January 30, 2018 - February 1, 2018).

Conference-Related, MIOSHA - When MIOSHA Enforcement Visits, Traverse City, MI. (January 10, 2018).

Critical Incident Review -SCR. (March 25, 2010 - 2013).

Society of Case Research Summer Workshop Reviewer/Case Discussant. (July 17, 2010 - 2010).

Academy of Management - Reviewer and Emergency Reviewer. (2009 - 2010).

Timme/Faculty Center for Teaching and Learning Grant for 9th Annual Lilly Conference on College and University Teaching, Traverse City, Michigan. (September 24, 2009 - 2009).

Academy of Management - Reviewer and Emergency Reviewer. (2008 - 2009).

Guest Speaker, Labor Relations/Negotiations for College of Allied Health, Big Rapids, Mi. (April 2004).

Committee Member, Centerpoint Conference Planning Committee. (1997 - 2001).

Committee Member, Current and Future Concepts in Women's Health Planning Committee. (2000).

Committee Member, Oncology Conference Planning Committee. (1994).

Public Service

Helped HR with the onboarding of new summer staff., Interlochen Center for the Arts, Traverse City, Michigan. (June 12, 2017).

Student Chaperone, Big Rapids Public Schools - Soaring Eagle, Mt Pleasant, Michigan. (June 2, 2017).

Fundraising Event Volunteer - BRMS, Big Rapids Public Schools, Big Rapids, Michigan. (May 30, 2017).

Volunteer, Riverview Elementary. (September 2014 - June 2015).

BRMS State Band Performance -Volunteer Participant. (2012).

Mecosta Osceola Intermediate School District - Mock Interviews Evaluator. (February 14, 2012 - 2012).

Riverview Elementary, Volunteer. (2012).

Organized FSU's SHRM RSO to participate in local school district mock interview, MOISD - Mock Interview - Evaluator. (2011).

Committee Member, Children's Miracle Network Planning Committee. (1999 - 2000).

Co-Chair, United Way, Planning Committee. (1998 - 2000).

Committee Member, United Way, Planning Committee. (1998 - 2000).

Consulting

Academic, Ferris Community Business Alliance, Big Rapids, MI. (October 2011 - Present).

Academic, MOHRA Meetings & Presentation, Big Rapids, MI. (September 2010 - Present).

Dr. Kasey Short
Ferris State University
COB - Management
(231) 591-2766
Email: KaseyShort@ferris.edu

Education

PhD, Benedictine University, 2016.
Major: Leadership

MBA, Benedictine University, 2009.
Major: Business Administration

BA, Martin University, 2005.
Major: Liberal Arts

Professional Positions

Academic - Post-Secondary

Adjunct Faculty, Benedictine University. (June 2016 - September 2017).

Reviewer, Member, Academy of Management. (April 2014 - May 2014).

Professional

Director of Global Menu Strategy, McDonald's Corporation. (2015 - 2017).

Director of US Menu Innovation, McDonald's Corporation. (2009 - 2014).

Field Marketing Manager, McDonald's Corporation. (2007 - 2009).

US Marketing Manager, McDonald's Corporation. (2005 - 2007).

McDonald's Ventures Marketing Manager, McDonald's Corporation. (2005).

Account Supervisor, ARC Worldwide. (1996 - 2005).

Marketing and Communic. Supervisor, WLTh Radio Station. (1992 - 1994).

Development Activities Attended

Workshop, "Participant - Active Learning: Small Changes, Big Impact," Faculty Center for Teaching and Learning, Big Rapids, MI, United States. (November 30, 2017).

Workshop, "Participant - Reflection and Application," Faculty Center for Teaching and Learning, Big Rapids, MI, United States. (November 2, 2017).

Workshop, "Participant - Game-Based Learning," Faculty Center for Teaching and Learning, Big Rapids, MI, United States. (October 12, 2017).

Workshop, "Participant - Community Engaged Learning," Faculty Center for Teaching and Learning, Big Rapids, MI, United States. (September 28, 2017).

Workshop, "Participant - Lerner-Centered Teaching," Faculty Center for Teaching and Learning, Big Rapids, MI, United States. (September 14, 2017).

Workshop, "Participant - Grand Rapids New Faculty Training Program," Ferris State University - Grand Rapids, Grand Rapids, MI, United States. (August 21, 2017).

New Faculty Orientation, "Participant - Ferris State New Faculty Orientation," Ferris State University, Big Rapids, MI, United States. (August 14, 2017 - August 18, 2017).

Teaching

Teaching Experience

Ferris State University

BUSN 499, Integrating Experience, 2 courses.

MGMT 301, Applied Management, 4 courses.

MGMT 447, Business Ethics-Social Resp, 5 courses.

MGMT 488, Adv Management Cases-Problems, 1 course.

SCHOLARSHIP AND Research

Presentations Given

Eshbach, L., Short, K., FSU Leadership Week, "Top 10 Leadership Skills," Center for Leadership and Academic Services, Big Rapids, MI. (November 15, 2017).

Short, K., Commit! Forum, "Architects of Culture: How Leaders Can Build Cultures that Bust through Boundaries & Drive Results.," Commit! Forum, New York, NY. (October 2015).

Short, K., Booth, P. (Presenter), 3rd Annual Black Doctoral Network Conference, "Paying It Forward: Transforming Research into Practice. The Corporation As Societal," Black Doctoral Network, Atlanta, GA. (September 2015).

Short, K., Emerging Paradigms in Research, "Clover Leadership: An examination of the multi-dimensional model that promotes effective leadership," Middlesex University, Dubai, United Arab Emirates. (November 21, 2013).

Awards and Honors

Induction into International Honors Society, Sigma Beta Delta. (May 2017).

Global Student Selection into PH.D. Consortium, Academy of Management. (August 2014).

Service

University Service

Program Organizer. (2017 - 2018).

Guest Speaker, Center for Leadership, Activities, and Career Services. (November 14, 2017).

Volunteer, College of Business. (October 5, 2017).

Faculty Volunteer, Student Life. (August 27, 2017).

Professional Service

Member, Academy of Management. (January 2014 - Present).

Member, Chicago, American Marketing Association, Chicago, IL. (2012 - Present).

David Steenstra Ph.D.
Ferris State University
COB - Management
(231) 591-2405
Email: DavidSteenstra@ferris.edu

Education

PhD, Michigan State University, 1985.
Major: Higher Education
Dissertation Title: College Honors Programs: An Issue of Perception

MBA, Central Michigan University, 1975.
Major: Marketing

BS, Central Michigan University, 1972.
Major: Management

Professional Positions

Academic - Post-Secondary

Professor, Management Department Head, Ferris State University. (2007 - 2013).

Adjunct Faculty, Carlson Graduate School of Management, University of Minnesota. (2002).

Advanced Leadership Training, Michigan State University, Cooperative Extension. (1998).

Visiting scholar, St. Petersburg State University, St. Petersburg, Russia. (1997).

Professor of Management, Davenport University. (1981 - 1997).

Visiting scholar, Hogeschool, Amsterdam, Netherlands. (1996).

Arkansas State University, Adult Learning Executive Management program. (1993).

Adjunct Faculty, Aquinas College Graduate School. (1989).

Adjunct Faculty, Muskegon Community College. (1987).

Adjunct Faculty, Detroit College of Business. (1983).

Adjunct Faculty, Davenport University. (1975 - 1981).

Adjunct Faculty, Grand Valley State University. (1980).

Professional

Owner, D. J. Steenstra Company. (1980 - Present).

CEO, Hamilton Farm Bureau. (1997 - 2002).

Licensures and Certifications

Heartsaver First Aid CPR AED, American Heart Association. (October 18, 2012 - October 18, 2014).

Professional Memberships

ASTD.

SHRM.

Development Activities Attended

Workshop, "Wharton Business School Implementing Strategy," Wharton Business School, Philadelphia, Pennsylvania, US. (2002).

Workshop, "Harvard Business School Strategic Management," Boston, Massachusetts, US. (2001).

Workshop, "Michigan State University Strategic Management," East Lansing, MI, US. (2000).

Workshop, "The University of Chicago Strategic Management," Chicago, IL, US. (1999).

Teaching

Teaching Experience

Ferris State University

BUSN 499, Integrating Experience, 33 courses.
INTB 335, Cross-Cultural Business, 5 courses.
INTB 656, Global Business Management, 7 courses.
MGMT 350, Mgmt Metrics & Decision Making, 16 courses.
MGMT 447, Business Ethics and Social Responsibility, 1 course.

Non-Credit Instruction

Management/Executive Development, Ferris State University Corporate and Professional Development, 7 participants. (September 2016 - November 2016).

Management/Executive Development, Traverse City Chamber of Commerce, 20 participants. (September 10, 2013 - April 30, 2014).

Management/Executive Development, Gentex Corporation, 40 participants. (December 4, 2013 - February 15, 2014).

Management/Executive Development, Norton / Norris - Chicago, Ill., 25 participants. (December 13, 2013).

Management/Executive Development, Wolverine World Wide, 25 participants. (December 10, 2013).

Management/Executive Development, University of St. Thomas, 25 participants. (November 8, 2013 - November 10, 2013).

Management/Executive Development, Steelcase University, 20 participants. (October 30, 2013 - October 31, 2013).

Management/Executive Development, Thomson Reuters, 25 participants. (October 28, 2013).

Management/Executive Development, Thomson Reuters, 25 participants. (October 7, 2013).

Management/Executive Development, Thomson Reuters, 25 participants. (September 9, 2013).

Management/Executive Development, Steelcase University Grand Rapids, MI, 18 participants. (July 15, 2013 - July 17, 2013).

Management/Executive Development, University of St. Thomas, Minneapolis, MN, 25 participants. (June 17, 2013).

Certification, North Carolina Department of Transportation, 15 participants. (April 15, 2013 - June 14, 2013).

SCHOLARSHIP AND Research

Published Intellectual Contributions

Journal Articles

Steenstra, D. (2013). The Value of Membership.

Steenstra, D. (2012). O Beautiful For Spacious Skies.

Other

Eshbach, L., Steenstra, D. (2015). *MBA Curriculum Revisions. Led a 12 person cross-functional faculty team. Each faculty member, including myself, developed at least one course (MGMT 736) for the revised MBA core. Additionally, I developed two new MBA concentrations (Lean Systems and Leadership AND Supply Chain Management and Logistics) and authored five new classes to support the concentrations (MGMT 752, MGMT 754, MGMT 755, MGMT 757, and MGMT 758). I co-wrote the supporting paperwork for the required curriculum process. The result was 110 page proposal that was approved by the Senate and Provost.*

Presentations Given

Steenstra, D., CMED, "Strategic Leadership - Thought Leader," Pro Ed, Austin, Texas. (November 18, 2017).

Steenstra, D. (Author & Presenter), College of Engineering Technology, "Civility," Ferris State University, Tulleymore Conference Center. (2016).

Steenstra, D., CMED Conference on Management Executive and Professional Development Programs, "How to design, develop, and deliver a finance for nonfinancial managers program," CMED, Phoenix, Arizona. (November 19, 2015).

Steenstra, D., Big Rapids Rotary International, "The Ferris Mini MBA," Mecosta County Chamber of Commerce, Falconhead Country Club. (August 25, 2015).

Steenstra, D. (Author & Presenter), CMED Conference for Management Education and Development, "Simulations," CMED, St. Petersburg, Florida. (November 22, 2014).

Steenstra, D. (Author & Presenter), CMED Conference for Management Education, "Increase your business acumen outcomes with your participants by using simulation in your programs and get more business," CMED, Phoenix, Arizona. (November 23, 2013).

Steenstra, D. (Author & Presenter), University of St. Thomas, J. B. (Presenter), Conference on Management, Executive, and Professional Development, "Increase Your Business Acumen Outcomes With Your Participants By Using Simulations In Your Programs," ProEd Corp., Phoenix, Arizona. (November 23, 2013).

Steenstra, D., Thomson Reuters, "Business Acumen and Strategic Planning," University of St. Thomas, Minneapolis, MN. (March 4, 2013).

Steenstra, D., Steelcase University, "Business Acumen," Steelcase Corporation, Grand Rapids. (February 7, 2013).

Steenstra, D., Kent County Government, "Civility," Kent County, Grand Rapids, MI. (February 6, 2013).

Steenstra, D. (Presenter), College of Business Fall Kick-Off, "Collaboration," Ferris State University, College of Business. (August 22, 2012).

Steenstra, D. (Author & Presenter), West Michigan Talent Network Showcase, "Fun, Games, & Stories: "Wizards of Wall Street"," West Michigan HR Consortium, Wolverine World Wide meeting room, Rockford, MI. (May 23, 2011).

Steenstra, D. (Author & Presenter), Innovations Conference, "Utilizing Case Studies & Scenarios," League for Innovations in Community Colleges, San Diego, California. (February 28, 2011).

Steenstra, D., Sustainability, "Sustainability," Mackinac Island Foundation, Grand Hotel, Mackinac Island. (October 2009).

Steenstra, D. (Presenter), Civility Conference, Kent County Michigan, Grand Rapids. (February 2009).

Steenstra, D. (Presenter), Regional Business Conference, "The Cost of Doing Business," Grand Rapids Nursery and Landscape Professionals, Grand Rapids. (December 2008).

Steenstra, D. (Presenter), Leadership Excellence, "We Don't Make Widgets," Kent County, Grand Rapids. (November 2008).

Steenstra, D. (Author & Presenter), CMED, Management Education, "Presentation to College Executive Education Managers," Amelia Island, FL. (2004).

Steenstra, D. (Author & Presenter), Holland Chamber of Commerce, Holland Chamber of Commerce, Holland, MI. (2003).

Steenstra, D. (Author & Presenter), CMED - College Corporate Trainers, "Conference on Management development," Phoenix, AZ. (2002).

Steenstra, D. (Author & Presenter), Grand Rapids Chamber of Commerce, Grand Rapids Chamber of Commerce. (1996).

Service

University Service

Guest Speaker, The Honors Program. (October 9, 2013 - Present).

Guest Speaker, International Office. (September 26, 2017).

Committee Member, Search Committee. (April 2017 - June 2017).

Committee Chair, BUSN 499 Group. (September 5, 2016 - May 8, 2017).

Committee Member, Promotion and Merit. (September 23, 2014 - September 21, 2016).

Committee Member, Search Committee. (July 10, 2016 - July 30, 2016).

Committee Chair, Promotion Merit Committee. (August 25, 2015 - February 2, 2016).

Committee Chair, Risk Management & Insurance Advisory Board. (January 18, 2016).

Special Institutional Assignment, Michigan College of Optometry Vision Research Institute. (August 25, 2015 - November 25, 2015).

Committee Member, Search Committee. (April 1, 2015 - May 5, 2015).

Guest Speaker, Manufacturers' Forum. (April 23, 2015).

Committee Member, Search Committee. (October 1, 2014 - December 8, 2014).

Committee Member, Ferris Distinguished Teacher Committee. (September 22, 2014 - November 10, 2014).

Committee Member, Search Committee. (January 8, 2014 - April 30, 2014).

Committee Member, Ferris Distinguished Teacher Committee. (September 21, 2013 - November 10, 2013).

Committee Member, Search Committee. (January 8, 2013 - April 30, 2013).

Public Service

Board Member, Tip of the Mitt Watershed Council, Petoskey, Michigan. (2010 - 2013).

Officer, President/Elect/Past, Burt Lake Preservation Association, Indian River, Michigan. (January 2001 - 2013).

Board Member, Michigan Certified Development - SBA, Lansing, MI. (2000 - 2013).

Leadership Development, Kent County, Michigan, Grand Rapids, MI. (2000 - 2008).

Facilitator, Kent County Court Probation Officers, Grand Rapids, MI. (2006 - 2007).

Board Member, Innotec Corporation. (1999 - 2006).

Board Member, Holland Area Chamber of Commerce, Holland, MI. (2003).

Board Member, Allegan County ISD Task Force. (2002).

Board Member, Allegan County Economic Development Corporation. (2001).

Board Member, Farm Credit Services. (1989 - 2001).

Board Member, Venturi/Bissell, Inc. (2000).

Advisor/Judge, Junior Achievement. (1997 - 1998).

Board Member, Hamilton Farm Bureau. (1997).

Board Member, West Michigan St. Petersburg Cultural Exchange. (1997).

Facilitator, Chippewa Hills High School Board, Remus, MI. (1995).

Consulting

For Profit Organization, SpartanNash, Minneapolis, MN. (July 26, 2018).

For Profit Organization, W. W. Williams, Columbus, Ohio. (May 23, 2018 - May 24, 2018).

For Profit Organization, SpartanNash, Norfolk, VA. (March 29, 2018).

For Profit Organization, W.W. Williams Company, Columbus, Ohio. (March 22, 2018).

For Profit Organization, Steelcase, Grand Rapids, MI. (December 12, 2017).

For Profit Organization, Davenport University, Grand Rapids, MI. (December 7, 2017).

For Profit Organization, Davenport University, Grand Rapids, MI. (September 28, 2017).

For Profit Organization, SpartanNash, Grand Rapids, MI. (September 21, 2017).

For Profit Organization, W. W. Williams, Columbus, Ohio. (September 7, 2017 - September 8, 2017).

For Profit Organization, Steelcase, Grand Rapids. (July 11, 2017 - July 12, 2017).

For Profit Organization, SpartanNash, Minneapolis, Minnesota. (June 15, 2017).

For Profit Organization, W. W. Williams, Columbus, Ohio. (May 12, 2017).

For Profit Organization, SpartanNash, Grand Rapids. (April 11, 2017).

For Profit Organization, Steelcase, Grand Rapids. (March 21, 2017 - March 22, 2017).

For Profit Organization, Steelcase, Grand Rapids. (January 10, 2017 - January 11, 2017).

For Profit Organization, Steelcase, Grand Rapids, Michigan. (August 8, 2016 - August 9, 2016).

For Profit Organization, Steelcase, Grand Rapids, Michigan. (February 8, 2016 - February 9, 2016).

For Profit Organization, SpartanNash, Grand Rapids. (September 9, 2015).

For Profit Organization, SpartanNash, Norfolk, VA. (August 27, 2015).

For Profit Organization, SpartanNash, Minneapolis. (August 20, 2015).

For Profit Organization, Steelcase, Grand Rapids. (August 11, 2015 - August 12, 2015).

For Profit Organization, Thomson Reuters, Minneapolis. (June 22, 2015).

For Profit Organization, Steelcase, Grand Rapids. (February 11, 2015 - February 12, 2015).

For Profit Organization, Steelcase, Grand Rapids, Europe, Asia Pacific. (April 12, 2014 - September 24, 2014).

For Profit Organization, Thomson Reuters, Minneapolis. (September 22, 2014 - September 23, 2014).

For Profit Organization, Steelcase, Grand Rapids, Michigan. (2003 - 2013).

For Profit Organization, Steelcase, Grand Rapids. (February 10, 2013 - October 30, 2013).

For Profit Organization, Thomson Reuters, Minneapolis, Minn. (June 10, 2013 - October 28, 2013).

For Profit Organization, Spartan Stores, Grand Rapids. (October 17, 2013 - October 18, 2013).

Government, 17th Circuit Court, Western Michigan, Grand Rapids, Michigan. (May 12, 2012 - May 13, 2012).

For Profit Organization, O I Corporation, Owens Illinois, Venice, Italy. (March 15, 2012 - March 17, 2012).

For Profit Organization, Steelcase Europe, Strasbourg, France. (January 6, 2012 - January 8, 2012).

Academic, University of St. Thomas, Minneapolis, Minnesota. (2008 - 2011).

For Profit Organization, Wolverine World Wide. (2007 - 2011).

Government, Kent County, MI, Grand Rapids, MI. (2003 - 2011).

For Profit Organization, Farmers Insurance / Farmers University, Grand Rapids, MI. (May 19, 2011).

For Profit Organization, Gentex Corporation. (2003 - 2010).

For Profit Organization, Owens Illinois (O.I.), Perrysburg, Ohio. (January 2010 - November 2010).

For Profit Organization, O. I. Corporation, Perrysburg, Ohio. (November 15, 2010 - November 16, 2010).

Lacks Enterprises. (1985 - 2009).

For Profit Organization, Perkins Logistics. (2007 - 2008).

For Profit Organization, Spartan Stores. (2007).

For Profit Organization, Innotec Corporation. (1993 - 2007).

For Profit Organization, Cascade Engineering. (2006).

For Profit Organization, Foremost Insurance. (2006).

For Profit Organization, Amway Corporation. (2002 - 2005).

For Profit Organization, Alcoa Aluminum/Howmet Castings. (1991 - 2005).

Awards and Honors

Service, Community

UPCEA University Professional Continuing Education Association, EIO. (October 23, 2014).

Service, University

UPCE University Professional Continuing Education Association, EIO. (October 23, 2014).

Dr. Leslie Sukup
Ferris State University
COB - Management
(231) 591-2044
Email: LeslieSukup@ferris.edu

Education

DBA, Saint Leo University, 2017.
Major: Management

MBA, Saint Leo University, 2011.
Major: Business Administration

BS, Saint Leo University, 2008.
Major: Computer Information Systems

Professional Positions

Academic - Post-Secondary

Adjunct Professor, Lenoir-Rhyne University. (August 2016 - August 2017).

Teaching Assistant, Saint Leo University. (August 2015 - October 2015).

Military

Superintendent, Air Force Agency for Modeling and Simulation, United States Air Force. (October 2015 - August 2017).

Master Resilience Trainer, United States Air Force. (January 2014 - August 2017).

Instructor, United States Air Force. (January 1997 - August 2017).

Superintendent, Wing Executive Staff, United States Air Force. (August 2012 - October 2015).

Superintendent, Director's Action Group, United States Air Force. (September 2008 - August 2012).

Instructor - Action Officer Courses, United States Air Force. (May 2011 - July 2012).

Instructor - Air Force One Advance Agent Training,, United States Air Force. (May 2005 - November 2008).

Superintendent, Presidential Flight Support, United States Air Force. (May 2005 - October 2008).

Noncommissioned Officer in Charge, Wing Information Support, United States Air Force. (May 2003 - May 2005).

Noncommissioned Officer in Charge, Executive Support, United States Air Force. (February 2002 - May 2003).

Noncommissioned Officer in Charge, Information Management, United States Air Force. (September 2000 - February 2002).

Information Manager, Advanced Command, Control, Communication and Intelligence Systems Product Group, United States Air Force. (January 1997 - September 2000).

Operations, Information Management Specialist, United States Air Force. (October 1993 - January 1997).

Licensures and Certifications

Professional Manager Certification, Community College of the Air Force. (2012 - Present).

Certified Knowledge Manager (CKM), KMPPro Virginia Beach, VA. (2011 - Present).

CompTIA A+ce, CompTIA. (2015 - July 9, 2021).

CompTIA Sec+ ce, CompTIA. (2015 - July 9, 2021).

Professional Memberships

Production and Operations Management Society. (September 2017 - Present).

Online Learning Consortium. (February 2016 - Present).

American Veterans. (January 2014 - Present).

Air Force Sergeants Association. (March 1998 - Present).

National Association of Female Executives. (January 2015 - June 2015).

Secretary, Fraternal Order of Police Auxiliary. (June 2011 - December 2014).

Airlift/Tanker Association. (August 2012 - December 2013).

Military Intelligence Association. (January 2000 - December 2000).

Development Activities Attended

Faculty Fellowship, "Junior Faculty Fellows Program for 2018-2019," FCTL, Big Rapids, MI, USA. (August 27, 2018 - August 16, 2019).

Online Seminar, "An Integrated Approach to Student Exams," Magna Online Courses. (July 13, 2018).

Online Seminar, "How Can I Assess Critical Thinking with Objective Items," Magna Online Courses. (July 13, 2018).

Online Seminar, "How Can I Assess Critical Thinking with Student-Created Work?," Magna Online Courses. (July 13, 2018).

Online Seminar, "Building a Tougher Student: Applying the Research on Intellectual Development," Magna Online Courses. (July 12, 2018).

Online Seminar, "How Can Grading Policy Options Influence Student Learning?," Magna Online Courses. (July 12, 2018).

Online Seminar, "How Can I Encourage Students to Stay Connected with Course Content After Class?," Magna Online Courses. (July 12, 2018).

Online Seminar, "How Do I Design Effective Combinations of Gamified Elements to Encourage Deeper Learning?," Magna Online Courses. (July 12, 2018).

Online Seminar, "What Activities and Assignments Promote Critical Thinking," Magna Online Courses. (July 12, 2018).

Online Seminar, "What is the Best Way to Grade Participation?," Magna Online Courses. (July 12, 2018).

Online Seminar, "What Key Concepts Improve Student Learning and Memory?," Magna Online Courses. (July 12, 2018).

Online Seminar, "Aligning Student and Faculty Perceptions of Rigor," Magna Online Courses. (July 9, 2018).

Online Seminar, "Creating Critical Thinkers in the Information Age," Magna Online Courses. (July 9, 2018).

Online Seminar, "Wake Them Up! Engaging Students in the 21st Century Classroom," Magna Online Courses. (July 9, 2018).

Online Seminar, "What Brain-Based Techniques Can I Use to Engage Students During Class?," Magna Online Courses. (July 9, 2018).

Online Seminar, "How Can I Communicate to Engage Students and Encourage Learning?," Magna Online Courses. (July 2, 2018).

Online Seminar, "How Can I Effectively Use Class Preparation Assignments?," Magna Online Courses. (July 2, 2018).

Online Seminar, "Improve Participation in College Classrooms: How to Create a Discussion Strategy that Will Increase Student Learning and Engagement," Magna Online Courses. (July 2, 2018).

Online Seminar, "Strategies for Making Lectures More Active, Engaging, and Meaningful," Magna Online Courses. (July 2, 2018).

Online Seminar, "How Can I Inspire Creative Confidence in the Classroom?," Magna Online Courses. (June 26, 2018).

Online Seminar, "How Do I Create a Climate for Learning in My Classroom," Magna Online Courses. (June 26, 2018).

Online Seminar, "Four Common Teaching Traps and How to Avoid Them," Magna Online Courses. (June 25, 2018).

Online Seminar, "How Can I Effectively Teach Unprepared Students," Magna Online Courses. (June 25, 2018).

Online Seminar, "How to Create a Transformative Learning Experience for Students by Managing Hot Moments and Difficult Discussions in the Classroom," Magna Online Courses. (June 25, 2018).

Online Seminar, "Simple Strategies to Create an Inclusive Classroom for Gender Variant Students," Magna Online Courses. (June 25, 2018).

Online Seminar, "How Can I Bring Pop to My Classroom with Pop Culture?," Magna Online Courses. (June 22, 2018).

Online Seminar, "How Can the Three C's of Course Design Enhance Students' Online Performance?," Magna Online Courses. (June 22, 2018).

Online Seminar, "How Do I Design Critical Thinking into My Courses?," Magna Online Courses. (June 22, 2018).

Online Seminar, "How Do I Align Learning Objectives with Technology Using Backward Design?," Magna Online Courses. (June 20, 2018).

Online Seminar, "Learning Assessment Technique: How to Integrate New Activities that Gauge What and How Well Students Learn," Magna Online Courses. (June 20, 2018).

Online Seminar, "The Technology-Free Approach to Flipping the Classroom," Magna Online Courses. (June 20, 2018).

Webinar, "A Conversation with Susan Cain: Bringing out the Best in Quiet Students," Top Hat. (June 1, 2018).

Workshop, "The Scholarship of Teaching and Learning," FCTL, Big Rapids, MI, USA. (April 19, 2018).

Workshop, "The Teacher-Scholar Model: Funding for Research and Creative Works," FCTL, Big Rapids, MI, USA. (April 5, 2018).

Webinar, "Career Ready Learners: Preparing Students for a World Beyond Graduation," McGraw-Hill. (March 23, 2018).

Workshop, "Microaggressions in the College Classroom," FCTL, Big Rapids, MI, USA. (March 15, 2018).

Workshop, "Motivating Students," FCTL, Big Rapids, MI, USA. (February 15, 2018).

Workshop, "Retention and Student Success," FCTL, Big Rapids, MI, USA. (February 1, 2018).

Workshop, "Make It Stick: The Science of Successful Learning," FCTL, Big Rapids, MI, USA. (January 18, 2018).

Workshop, "Creating your Assessment Story," FCTL, Big Rapids, MI, USA. (December 7, 2017).

Workshop, "Active Learning: Small Changes, Big Impact," Big Rapids, MI, USA. (November 30, 2017).

Workshop, "Abraham Maslow in the 21st Century: The Changing Nature of Students' Needs," FCTL, Big Rapids, MI, USA. (November 16, 2017).

Workshop, "Reflection and Application," FCTL, Big Rapids, MI, USA. (November 2, 2017).

Workshop, "Game-Based Learning," FCTL, Big Rapids, MI, USA. (October 12, 2017).

Webinar, "Hear from a peer: Connect to improved student outcomes in Operations Management," McGraw Hill. (October 9, 2017).

Workshop, "Community-Engaged Learning," FCTL, Big Rapids, MI, USA. (September 28, 2017).

Workshop, "Concur Training," Staff Center for Training & Development, Big Rapids, MI, USA. (September 28, 2017).

Workshop, "Learner-Centered Teaching," FCTL, Big Rapids, MI, USA. (September 14, 2017).

Workshop, "New Faculty Orientation Week," FCTL, Big Rapids, MI, USA. (August 14, 2017 - August 18, 2017).

Awards and Honors

Meritorious Service Medal, Air Force. (May 12, 2017).

Senior Noncommissioned Officer of the Year, Air Force. (January 2017).

Senior Noncommissioned Officer of the Quarter, Air Force. (October 2016).

Meritorious Service Medal, Air Force. (October 2015).

Air Force Innovation Team Award, Air Force. (December 2014).

Federally Employed Women's Meritorious Service Award, Air Force. (December 2012).

Meritorious Service Medal, Air Force. (August 2012).

Senior Noncommissioned Officer of the Year. (January 2012).

Joint Service Commendation Medal, Special Operations Command Central. (May 2011).

Senior Noncommissioned Officer of the Quarter, Air Force. (April 2009).

Meritorious Service Medal, Air Force. (November 2008).

Air Force Achievement Medal, Air Force. (December 2007).

Air Force Commendation Medal, Air Force. (May 2005).

Initial Response Inspection Superior Performer, Air Force. (March 2005).

Noncommissioned Officer of the Quarter, Headquarter's Air Force. (March 2005).

Communications and Information Manager of the Year, Andersen Air Force Base. (January 2004).

Air Force Commendation Medal, Air Force. (May 2003).

Air Force Achievement Medal, Air Force. (November 2001).

Information Manager of the Year, Air Force's Air Mobility Command. (September 2001).

Air Force Commendation Medal, Air Force. (September 2000).

Airman of the Year, Air Force's Electronic Security System Directorate. (January 2000).

Air Force Organizational Excellence Award, Air Force. (January 31, 1999).

John Levitow Award, Air Force. (March 1998).

Air Force Commendation Medal, Air Force. (December 1996).

Quality Inspection Professional Performer, Air Force's Air Intelligence Agency. (1995).

Airman of the Quarter, Air Force's 25th Intelligence Squadron. (March 1995).

Secretary of the Year, Air Force's Hurlburt Field. (February 1994).

Teaching

Teaching Experience

Ferris State University

MGMT 302, Team Dynamics - Org Behavior, 4 courses.

MGMT 305, Managerial Leadership, 2 courses.

MGMT 370, Quality-Operations Mgmt, 3 courses.

Awards and Honors

Senior Noncommissioned Officer of the Year, Air Force. (January 2017).

Senior Noncommissioned Officer of the Quarter, Air Force. (October 2016).

Federally Employed Women's Meritorious Service Award, Air Force. (December 2012).

Meritorious Service Medal, Air Force. (August 2012).

Senior Noncommissioned Officer of the Year. (January 2012).

Joint Service Commendation Medal, Special Operations Command Central. (May 2011).

Senior Noncommissioned Officer of the Quarter, Air Force. (April 2009).

Air Force Commendation Medal, Air Force. (May 2005).

Noncommissioned Officer of the Quarter, Headquarter's Air Force. (March 2005).

Communications and Information Manager of the Year, Andersen Air Force Base. (January 2004).

Information Manager of the Year, Air Force's Air Mobility Command. (September 2001).

Airman of the Quarter, Air Force's 25th Intelligence Squadron. (March 1995).

Secretary of the Year, Air Force's Hurlburt Field. (February 1994).

SCHOLARSHIP AND Research

Presentations Given

Sukup, L., Doctoral Colloquium Dinner, "Doctoral Success Journey," Saint Leo University, Saint Leo, Florida. (October 27, 2017).

Sukup, L. (Author & Presenter), Southeast Case Research Association (SECRA), "Listen Up....Do As I Say - A Case Study on Lack of Leadership," SECRA, Myrtle Beach, SC. (February 2016).

Sukup, L. (Author & Presenter), Southeast Case Research Association (SECRA), "Peter Smith: The Not so Emotionally Intelligent Executive," SECRA, Myrtle Beach, SC. (February 2015).

Contracts, Grants and Sponsored Research

Fellowship

Sukup, L., "Junior Faculty Fellows Program," Sponsored by FCTL, Ferris State University. (August 27, 2018 - August 16, 2019).

Research in Progress

"To what extent certain resources and capabilities promote or inhibit individual resilience" (Writing Results).

Service

University Service

Attendee, Meeting, College of Business. (April 24, 2018).

Attendee, Meeting, Management Department. (April 17, 2018).

Attendee, Meeting, College of Business. (March 27, 2018).

Attendee, Meeting, Management Department. (March 20, 2018).

Attendee, Meeting, College of Business. (February 27, 2018).

Attendee, Meeting, Management Department. (February 20, 2018).

Attendee, Meeting, College of Business. (January 23, 2018).

Attendee, Meeting, Management Department. (January 16, 2018).

Attendee, Meeting, C4 Program. (December 13, 2017).

Attendee, Meeting, College of Business. (November 28, 2017).

Attendee, Meeting, Management Department. (November 21, 2017).

Attendee, Orientation, C4 Program. (November 20, 2017).

Guest Speaker, Saint Leo University. (October 27, 2017).

Attendee, Meeting, College of Business. (October 24, 2017).

Attendee, Meeting, Management Department. (October 17, 2017).

Attendee, Meeting, College of Business. (September 30, 2017).

Attendee, Meeting, College of Business. (September 25, 2017).

Attendee, Meeting, Management Department. (September 19, 2017).

Public Service

Committee Chair, Fraternal Order of Police Auxiliary, Newport News, VA. (June 2011 - December 2014).

Volunteer, United Services Organization, Newport News, VA. (January 2010 - August 2012).

Attendee, Meeting, Air Combat Command Top Three, Joint Base Langley-Eustis, VA. (November 2008 - August 2012).

Volunteer, Meals on Wheels, Newport News, VA. (November 2008 - August 2012).

Attendee, Meeting, Network 56, Andersen Air Force Base, Guam. (May 2003 - May 2005).

Chairperson, Federal Women's Program Education Group, Andersen Air Force Base, Guam. (January 2005 - February 2005).

Volunteer, Freedom Parade, Andersen Air Force Base, Guam. (July 2004).

Awards and Honors

Service, Community

Senior Noncommissioned Officer of the Year, Air Force. (January 2017).

Senior Noncommissioned Officer of the Quarter, Air Force. (October 2016).

Meritorious Service Medal, Air Force. (October 2015).

Federally Employed Women's Meritorious Service Award, Air Force. (December 2012).

Meritorious Service Medal, Air Force. (August 2012).

Senior Noncommissioned Officer of the Year. (January 2012).

Senior Noncommissioned Officer of the Quarter, Air Force. (April 2009).

Meritorious Service Medal, Air Force. (November 2008).

Noncommissioned Officer of the Quarter, Headquarter's Air Force. (March 2005).

Airman of the Year, Air Force's Electronic Security System Directorate. (January 2000).

John Levitow Award, Air Force. (March 1998).

Air Force Commendation Medal, Air Force. (December 1996).

Airman of the Quarter, Air Force's 25th Intelligence Squadron. (March 1995).

Secretary of the Year, Air Force's Hurlburt Field. (February 1994).

Service, Professional

Meritorious Service Medal, Air Force. (May 12, 2017).

Senior Noncommissioned Officer of the Year, Air Force. (January 2017).

Senior Noncommissioned Officer of the Quarter, Air Force. (October 2016).

Meritorious Service Medal, Air Force. (October 2015).

Federally Employed Women's Meritorious Service Award, Air Force. (December 2012).

Meritorious Service Medal, Air Force. (August 2012).

Senior Noncommissioned Officer of the Year. (January 2012).

Senior Noncommissioned Officer of the Quarter, Air Force. (April 2009).

Air Force Commendation Medal, Air Force. (May 2005).

Noncommissioned Officer of the Quarter, Headquarter's Air Force. (March 2005).

Communications and Information Manager of the Year, Andersen Air Force Base. (January 2004).

Information Manager of the Year, Air Force's Air Mobility Command. (September 2001).

Airman of the Year, Air Force's Electronic Security System Directorate. (January 2000).

John Levitow Award, Air Force. (March 1998).

Air Force Commendation Medal, Air Force. (December 1996).

Airman of the Quarter, Air Force's 25th Intelligence Squadron. (March 1995).

Secretary of the Year, Air Force's Hurlburt Field. (February 1994).

Service, University

Meritorious Service Medal, Air Force. (May 12, 2017).

Senior Noncommissioned Officer of the Year, Air Force. (January 2017).

Senior Noncommissioned Officer of the Quarter, Air Force. (October 2016).

Meritorious Service Medal, Air Force. (October 2015).

Air Force Innovation Team Award, Air Force. (December 2014).

Federally Employed Women's Meritorious Service Award, Air Force. (December 2012).

Meritorious Service Medal, Air Force. (August 2012).

Senior Noncommissioned Officer of the Year. (January 2012).

Joint Service Commendation Medal, Special Operations Command Central. (May 2011).

Senior Noncommissioned Officer of the Quarter, Air Force. (April 2009).

Meritorious Service Medal, Air Force. (November 2008).

Air Force Achievement Medal, Air Force. (December 2007).

Air Force Commendation Medal, Air Force. (May 2005).

Initial Response Inspection Superior Performer, Air Force. (March 2005).

Noncommissioned Officer of the Quarter, Headquarter's Air Force. (March 2005).

Air Force Commendation Medal, Air Force. (May 2003).

Air Force Achievement Medal, Air Force. (November 2001).

Information Manager of the Year, Air Force's Air Mobility Command. (September 2001).

Air Force Commendation Medal, Air Force. (September 2000).

Airman of the Year, Air Force's Electronic Security System Directorate. (January 2000).

Air Force Commendation Medal, Air Force. (December 1996).

Airman of the Quarter, Air Force's 25th Intelligence Squadron. (March 1995).

Secretary of the Year, Air Force's Hurlburt Field. (February 1994).

Spence Tower
Ferris State University
COB - Management
(231) 591-3163
Email: SpenceTower@ferris.edu

Education

PhD, Michigan State University, 1999.
Major: Organizational Behavior
Dissertation Title: Reactions to Negative Feedback: The Influence of Goal Orientation, Self-Efficacy, and Public or Private Feedback Delivery on Task Choice and Changes in Self-Efficacy

MA, Western Illinois University, 1983.
Major: College Student Personnel

BS, Aquinas College, 1981.
Major: Business & Psychology, double major

Professional Positions

Academic - P-12

Career Development Specialist, Newaygo County Intermediate School District. (March 1990 - June 1991).

Academic - Post-Secondary

Adjunct Faculty, Central Michigan University. (January 1997 - August 2006).

Research Assistant, Michigan State University, Department of Management. (August 1993 - December 1996).

Teaching Assistant, Michigan State University. (August 1991 - June 1993).

Adjunct Faculty, Aquinas College. (January 1987 - March 1990).

Director of Counseling, Aquinas College. (August 1986 - March 1990).

Director of Family Student Housing, University of California at Santa Barbara. (January 1986 - August 1986).

Student Activities Director, University of Pittsburgh, Semester at Sea Program. (May 1985 - August 1985).

Resident Director, University of California at Santa Barbara. (August 1983 - August 1985).

Assistant Residential Complex Director, Western Illinois University. (August 1981 - March 1983).

Counselor, Western Illinois University Counseling Center. (August 1982 - December 1982).

Residence Life Coordinator, University of North Carolina at Charlotte. (May 1982 - August 1982).

Professional

Assistant Professor, Ferris State University. (August 2006 - Present).

Residence Hall Director, University of North Carolina at Charlotte. (May 1982 - August 1982).

Factory Worker, Federal Mogul Corporation. (May 1981 - September 1981).

Factory Worker, Federal Mogul Corporation. (May 1979 - August 1979).

Licensures and Certifications

State Of Michigan Teaching Certification. (1981).

Professional Memberships

National Association of Experiential Education. (2014 - Present).

Inforum Professional Network of West Michigan. (2009 - 2012).

Michigan Business Educators Association. (2008 - 2012).

Development Activities Attended

Webinar, "The Impact of Giving Recognition," SHRM (Society of Human Resource Management). (December 14, 2016).

Webinar, "Working with Different Generations," BizLibrary Professional Training. (December 7, 2016).

Conference Attendance, "45th NSEE Annual Conference," National Society of Experiential Education, San Antonio, Texas. (September 26, 2016 - September 28, 2016).

Seminar, "Making Excellence Inclusive Through Experiential Learning: Intentionality, Innovation, and Implementation," National Society of Experiential Education, San Antonio, Texas. (September 27, 2016).

Workshop, "21st Century Academic Internship Course: Integrating Technology with Experiential Learning," National Society of Experiential Education, San Antonio, Texas. (September 27, 2016).

Workshop, "The Pedagogy of Creativity," National Society of Experiential Education, San Antonio, Texas. (September 27, 2016).

Workshop, "Transforming Student Employment Into Experiential Learning Opportunities," National Society of Experiential Education, San Antonio, Texas. (September 27, 2016).

Seminar, "Identity-conscious Leading and Learning: Why Who We Are is as Important as What We Do," National Society of Experiential Education, San Antonio, Texas. (September 26, 2016).

Tutorial, "Web-Conferencing with Blackboard Collaborate." (September 21, 2016).

Webinar, "Make Change Work®: Leadership Strategies to Build Support and Overcome Resistance," BizLibrary Professional Training. (July 6, 2016).

Tutorial, "Blackboard Collaborate," FCTL. (May 10, 2016).

Webinar, "6 Ways to Use Science to Improve Your Employee Training Program," BizLibrary. (April 20, 2016).

Webinar, "6 Ways to Use Science to Improve Your Employee Training Program," BizLibrary Professional Training. (April 20, 2016).

Webinar, "The Value of Five Minutes," NISOD. (April 14, 2016).

Tutorial, "Cengage--Tapping into Student Success," Cengage. (April 13, 2016).

Tutorial, "MindTap: Cengage Learning Solutions," Cengage. (April 12, 2016).

Webinar, "Active Learning to Engage Students," Cengage. (March 24, 2016).

Webinar, "It's More Than JUST 'Flipping' the Classroom," National Institute for Staff and Organizational Development (NISOD). (March 15, 2016).

Webinar, "The Top Five Soft Skills," SHRM: Society of Human Resource Management. (February 25, 2016).

Webinar, "Employee Engagement + Learning Culture = A True Love Story," BizLibrary Professional Training. (February 17, 2016).

Tutorial, "Cooptation in Michigan's Craft Beer Industry," College of Business Colloquium. (December 2015).

Tutorial, "Leadership Frameworks," College of Business Colloquium. (October 2015).

Workshop, "A New Paradigm for Student Learners," National Society of Experiential Education (NSEE), Tampa, Florida. (October 2015).

Workshop, "Campus Employment as a High-Impact Practice: Relationship to Academic Success and Persistence Among 1st-Generation College Students," National Society of Experiential Education (NSEE), Tampa, Florida. (October 2015).

Workshop, "Can Online Learning Be Experiential?," National Society of Experiential Education (NSEE), Tampa, Florida. (October 2015).

Workshop, "Intensifying the Impact of Experiential Learning Through Innovative Online Course Design," National Society of Experiential Education (NSEE), Tampa, Florida. (October 2015).

Workshop, "Learning By Doing: A Case Study fo One Institutions's Challenges and Innovations in Implementing a QEP (Quality Enhancement Plan) Focused on Experiential Learning," National Society of Experiential Education (NSEE), Tampa, Florida. (October 2015).

Workshop, "Senior Survey: Developing, Administering, and Implementing Change," National Society of Experiential Education (NSEE), Tampa, Florida. (October 2015).

Workshop, "Speaking 'Millennial': New Media as a Platform for Program Management," National Society of Experiential Education (NSEE), Tampa, Florida. (October 2015).

Conference Attendance, "44th NSEE Annual Conference," National Society of Experiential Education, Tampa, Florida. (October 5, 2015 - October 7, 2015).

Seminar, "Flipped Classroom Adoption Survey Findings," Center for Digital Education & Sonic Foundry. (September 2015).

Seminar, "Institutional Research Board Ethics Training," Collaborative Institutional Training Initiative (CITI). (September 2015).

Webinar, "Neuroscience and Learning: Training Tricks That Maximize Memory and Retention," BizLibrary Professional Training. (September 15, 2015).

Tutorial, "Blackboard Grade Center," FCTL. (September 14, 2015).

Seminar, "AACSB Curriculum Conference," AACSB, St. Louis, MO, United States. (May 2015).

Seminar, "Benefit Students Beyond the Classroom—Enhancing Students' Professional Development While Cultivating Both Alumni and Industry Relationships," AACSB, St. Louis. (May 2015).

Seminar, "Effective Learning Designs for Reasoning and Soft-Skills Competencies," AACSB, St. Louis. (May 2015).

Seminar, "Rethinking Undergraduate Curriculum—The Future of Undergraduate Education," AACSB, St. Louis. (May 2015).

Seminar, "Experience Design Thinking With Steelcase's Faye Richardson," Inforum, Grand Rapids. (March 2015).

Tutorial, "From Coca-Cola to Gone Rural: A Snapshot of Business and Culture in South Africa and Swaziland," College of Business. (January 2015).

"21st Century Workspace, Workplace, and Workforce," Inforum, Grand Rapids. (December 2014).

Tutorial, "One Researcher's Journey through the Entrepreneurial Mindset," College of Business. (March 2014 - 2014).

Workshop, "Fireside Chats: Online Video Collaboration," FCTL. (October 2014).

Seminar, "AACSB Curriculum Conference," AACSB, Tampa, FL, United States. (May 2014).

Seminar, "Challenges and Opportunities for Undergraduate Education," AACSB, Tampa, Florida. (May 2014).

Seminar, "Developing Creative Thinking and Critical Reasoning Skills," AACSB, Tampa. (May 2014).

Seminar, "Developing Interpersonal and Leadership Skills," AACSB, Tampa. (May 2014).

Seminar, "Developing Quantitative Mastery Skills," AACSB, Tampa. (May 2014).

Seminar, "Integration of Business Disciplines," AACSB, Tampa. (May 2014).

Seminar, "Pedagogy and Student Learning Styles," AACSB, Tampa. (May 2014).

Seminar, "Program Design and Implementation," AACSB, Tampa. (May 2014).

Seminar, "One Researcher's Journey through the Entrepreneurial Mindset," COB Colloquium. (March 2014).

"Why Big Growth Starts With Killing Ideas," Inforum, Grand Rapids. (March 2014).

Tutorial, "Using Respondus," FCTL. (September 2013).

Workshop, "McGraw-Hill LearnSmart," FCTL. (September 2013).

Tutorial, "Respondus," FCTL. (September 17, 2013).

Tutorial, "McGraw-Hill LearnSmart," FCTL. (September 12, 2013).

Seminar, "How U.S. Companies Can Best Compete," Inforum, Grand Rapids. (March 2013).

Tutorial, "Borrowing Tips from the Online World," FCTL. (February 28, 2013).

Tutorial, "Blackboard Collaborate," FCTL. (November 2012).

Workshop, "Learning Community - The Naked Presenter," Ferris FCTL. (January 2012 - March 2012).

Tutorial, "Building Community in an Online Class," FCTL. (March 23, 2012).

Seminar, "The End of Business as Usual," Wiley Faculty Network. (February 2012).

Seminar, "Taking the Distance out of Online Learning," Echo360. (January 2012).

Seminar, "McGraw Hill's Connect and Blackboard," Ferris FCTL. (December 2011).

Seminar, "Atomic Learning," Ferris FCTL. (November 2011).

Conference Attendance, "Retention Summit," Ferris FCTL. (August 2011).

Tutorial, "Enhancing Use of the Capsim Capstone Business Simulation," Capsim, Inc., Chicago. (June 2011).

Seminar, "Learning from Visuals," Wiley Faculty Network. (March 2011).

Tutorial, "Marketing Planning Essentials from Europe's Top Marketing Guru," Wiley Faculty Network. (March 2011).

Seminar, "Business Models - The New Face Of Strategic Innovation," Wiley Faculty Network. (February 2011).

Learning Community, "Presentation Zen," Ferris FCTL. (November 2010).

Seminar, "An Online Discussion Forum Guideline: Win-Win-Win for Students, Instructors and the University," 16th Annual Sloan Consortium: International Conference on Online Learning, Orlando. (November 2010).

Seminar, "Applying Public Speaking and Communication Models to the Instruction Design of an Online Course," 16th Annual Sloan Consortium: International Conference on Online Learning, Orlando. (November 2010).

Seminar, "Desktop Web Conferencing: Synchronous Learning From/To Anywhere in the World," 16th Annual Sloan Consortium: International Conference on Online Learning, Orlando. (November 2010).

Seminar, "Factors in Online Student Success: A Cross-Curricular Study," 16th Annual Sloan Consortium: International Conference on Online Learning, Orlando. (November 2010).

Seminar, "Online & Blended Program Sustainability: 10 Questions All Administrators Must Be Able to Answer," 16th Annual Sloan Consortium: International Conference on Online Learning, Orlando. (November 2010).

Seminar, "Online Teaching: Key Differences You Shouldn't Ignore," Ferris FCTL. (November 2010).

Seminar, "Our "FREE" Course + Your Customization = Awesome!," 16th Annual Sloan Consortium: International Conference on Online Learning, Orlando. (November 2010).

Seminar, "Recent Large Scale Research on Online Learning Effectiveness," 16th Annual Sloan Consortium: International Conference on Online Learning, Orlando. (November 2010).

Seminar, "Solving the Online Student Presentation Problem," 16th Annual Sloan Consortium: International Conference on Online Learning, Orlando. (November 2010).

Seminar, "Staffing Online Courses: Best Practices," 16th Annual Sloan Consortium: International Conference on Online Learning, Orlando. (November 2010).

Seminar, "Student Perceptions of Important Online Instructor Behaviors in Online Courses," 16th Annual Sloan Consortium: International Conference on Online Learning, Orlando. (November 2010).

Seminar, "The Future Ain't What it Used to Be: Taking Your Institution to the Next Level in Online Learning," 16th Annual Sloan Consortium: International Conference on Online Learning, Orlando. (November 2010).

Seminar, "Through the Looking Glass: Florida Virtual School's Journey to Invent New Worlds of Learning," 16th Annual Sloan Consortium: International Conference on Online Learning, Orlando. (November 2010).

Seminar, "Using Voice Tools with Students in Online Courses," 16th Annual Sloan Consortium: International Conference on Online Learning, Orlando. (November 2010).

Seminar, "Road Show Focus Group," Ferris FCTL. (October 2009).

Seminar, "Orientation to Tegrity," Ferris FCTL. (September 2009).

Workshop, "Using Grading Forms to Track Assessment of Learning Outcomes," Ferris FCTL. (March 2009).

Tutorial, "Spring Camp for Wikis," Ferris FCTL. (February 2009).

Workshop, "Google Docs," Ferris FCTL. (February 2009).

Workshop, "Audio-conference: Faculty Collegiality: A tourniquet for a Hemorrhaging Department," Ferris FCTL. (November 2008).

Workshop, "Symposium," Ferris FCTL. (October 2008).

Workshop, "WebEx demo for COB," Ferris FCTL. (October 2008).

Tutorial, "Group Leader Seminar & Workshop," EF Educational Tours. (March 2008).

Tutorial, "PDF/XPS add-in MS Office 2007," Ferris FCTL. (March 2008).

Tutorial, "Audacity," Ferris FCTL. (February 2008).

Conference Attendance, "Asynchronous Learning Networks (online course design)," The 13th Sloan-C International Conference, Orlando, FL, US. (2007).

Conference Attendance, "Michigan's New Tax Reform: What it Means for Small Business," M-Tech Center. (2007).

Workshop, "How Do You Know What You Want Students to Learn," Faculty Center for Teaching & Learning, Big Rapids, MI, US. (2007).

Workshop, "Putting Your Course On-line," Faculty Center for Teaching and Learning, Big Rapids, MI, US. (2007).

Workshop, "Using Macromedia Flashplayer," Faculty Center for Teaching & Learning, Big Rapids, MI, US. (2007).

"Peer Feedback in Online Discussions: Can We Impact Students' Critical Thinking Skills?," Sloan-C International Conference on Online Learning, Orlando, Florida. (November 2007).

Seminar, "Best Practices for Developing Critical Thinking Skills in Online Courses," Sloan-C International Conference on Online Learning, Orlando, Florida. (November 2007).

Seminar, "Competency Development in the Blended and Online Business Learning Environment of the MBA Program at UMUC," Sloan-C International Conference on Online Learning, Orlando, Florida. (November 2007).

Workshop, "Ferris Connect Training," FSU, Big Rapids, MI, US. (August 2007).

Seminar, "Creating Relevance for Students' Learning," Ferris FCTL. (April 2007).

Seminar, "Formative Assessment," Ferris FCTL. (April 2007).

Seminar, "50 Ways to Assess and Evaluate Students' Learning," Ferris FCTL. (February 2007).

Seminar, "Creating a Learning-Centered University •Student Focus," Ferris FCTL. (February 2007).

Seminar, "Sharing Power in the Classroom," Ferris FCTL. (February 2007).

Seminar, "John Tagg's FCTL-sponsored presentation: Creating a Learning-Centered University," Ferris FCTL. (January 2007).

College of Business Colloquium, "Structural Equation Modeling," College of Business, FSU, Big Rapids, MI, US. (2006).

Conference Attendance, "Toyota Supplier Relations Conference," Oakland University, Rochester, MI, US. (2006).

Facilitator-In-Training, "'Peerspectives' Roundtable," Edward Lowe Foundation, Southfield, MI, US. (2006).

Seminar, "New Faculty Transitions Program Series," Big Rapids, MI, US. (2006).

Seminar, "New Faculty Transitions Program Series," Big Rapids, MI, US. (2006).

Seminar, "New Faculty Transitions Program Series," Big Rapids, MI, US. (2006).

Seminar, "New Faculty Transitions Program Series," Big Rapids, MI, US. (2006).

Workshop, "Biology of the Brain Learning Community," Faculty Center for Teaching and Learning, Big Rapids, MI, US. (2006).

Workshop, "Using RSS Feeds for Teaching and Research," Faculty Center for Teaching & Learning, Big Rapids, MI, US. (2006).

Workshop, "Day Long FSU Faculty Writing Retreat," FSU, Big Rapids, MI, US. (October 2006).

Conference Attendance, "Academy of Management International Conference," Academy of Management, Honolulu, Hawaii, US. (2005).

Workshop, "Learning effectiveness: Active learning in the classroom," Central Michigan University, Mt. Pleasant, MI, US. (2005).

Workshop, "Small Business Funding," Michigan Small Business and Technology Development Center, Grand Rapids, MI, US. (2005).

Workshop, "Using Blackboard: Rationale and Procedures," Central Michigan University, Mt. Pleasant, MI, US. (2005).

Workshop, "Using Problem-Based Learning in the Classroom," Central Michigan University, Faculty Center for Innovative Teaching, Mt. Pleasant, MI, US. (2005).

Workshop, "Blackboard Institute," Central Michigan University, Faculty Center for Innovative Teaching, Mt. Pleasant, MI, US. (2004).

Workshop, "Coaching: Leadership in Action," Grand Rapids Association for Human Resources Management, Grand Rapids, MI, US. (2004).

Workshop, "Publish and Flourish: Become a Prolific Scholar," Office of Research and Sponsored Programs, Central Michigan, Mt. Pleasant, MI, US. (2004).

Workshop, "SAP Overview," SAP University Alliance, Western Michigan University, Kalamazoo, MI, US. (2004).

Workshop, "Establishing a Scholarly Agenda," Office of Research and Sponsored Programs, Central Michigan University, Mt. Pleasant, MI, US. (2003).

Workshop, "International Faculty Development Seminar," Central Michigan University, Humber College, Toronto, Canada. (2003).

Workshop, "Putting Your Course Online: A How-to for Faculty," Central Michigan University, Office of Independent Learning and Distance Learning, Mt. Pleasant, MI, US. (2003).

Workshop, "Michigan Competitiveness Conference - The Human Investment," Michigan Economic Development Corporation and the Michigan Business Roundtable, Lansing, MI, US. (2002).

Workshop, "Raising Academic Standards: An Institutional Priority," Academic Senate, Central Michigan University, Mt. Pleasant, MI, US. (2002).

Workshop, "Web Publishing with Microsoft FrontPage," Central Michigan University, Information Technology Services, Mt. Pleasant, MI, US. (2002).

Workshop, "Detecting Plagiarism: Legal and Ethical Implications," Central Michigan University, Faculty Center for Innovative Teaching, Mt. Pleasant, MI, US. (2001).

- Workshop, "Teaching Ethics in Business," Central Michigan University, Dean of College of Business, Mt. Pleasant, MI, US. (2001).
- Training, "Teaching/Facilitating Purely Internet-based Organizational Behavior Courses," Cardean University, Chicago, IL, US. (2000).
- Workshop, "Teaching International Students: Opportunities and Challenges," Central Michigan University, College of Graduate Studies, Mt. Pleasant, MI, US. (2000).
- Workshop, "Using Technology in the Classroom: Computer Projection Equipment," Central Michigan University, College of Business, Mt. Pleasant, MI, US. (2000).
- Workshop, "Sexual Harassment Issues for Faculty," Central Michigan University, Mt. Pleasant, MI, US. (1999).
- Workshop, "Employment and the Americans with Disability Act (ADA)," Office of Affirmative Action, Central Michigan University, Mt. Pleasant, MI, US. (1998).
- Training, "Carlson Learning Company's Employee- and Team-development Materials (DiSC system)," Los Angeles, CA. (1986).
- Training, "Conflict Resolution," San Fransisco Center for Conflict Resolution, Santa Barbara, CA, US. (1985).

Teaching

Teaching Experience

Ferris State University

- BUSN 491, Management Internship, 1 course.
- BUSN 499, Integrating Experience, 25 courses.
- MGMT 491, MGMT Internship, 6 courses.
- MGMT 636, Leadership & Org. Change, 4 courses.
- MMBA 635, Organization Resource Systems, 2 courses.
- MMBA 799, Integrated Business Experience, 1 course.

Non-Credit Instruction

- Management/Executive Development, Corporate Professional Development, Ferris, 7 participants. (October 2016 - November 2016).
- Management/Executive Development, North Carolina Department of Transportation, 15 participants. (February 2015).
- Management/Executive Development, North Carolina Department of Transportation, 15 participants. (February 2015).
- Management/Executive Development, North Carolina Department of Transportation, 15 participants. (February 2015).
- Management/Executive Development, North Carolina Department of Transportation, 15 participants. (February 2015).
- Management/Executive Development, Traverse City Chamber of Commerce, 20 participants. (January 2014).
- Management/Executive Development, Gentex Corporation, 20 participants. (December 2013).
- Management/Executive Development, Traverse City Chamber of Commerce, 20 participants. (December 2013).
- Management/Executive Development, Gentex Corporation, 20 participants. (November 2013).
- Management/Executive Development, North Carolina Department of Transportation, 15 participants. (April 2013).
- Management/Executive Development, North Carolina Department of Transportation, 15 participants. (April 2013).

Awards and Honors

- PGM (Professional Golf Management) Teacher of the Year, Professional Golf Management. (May 2014).

SCHOLARSHIP AND Research

Published Intellectual Contributions

Books

- Tower, S., Winters, D., Wagner, J. A. (2005). *Organizational Behavior: Securing Competitive Advantage* (pp. Pages 60-63). South-Western.
- Tower, S., Ilgen, D. R., Major, D. A. (1994). *Organizational Behavior: The state of the Science, "The cognitive revolution in organizational behavior"* (pp. Pages 1-22). New Jersey: Erlbaum.

Conference Proceedings

- Tower, S., Fagerman, A. L., Grennier, R. (2007). *Why We Can't Kumbaya, Group Hug, and Share the Same Lean Manufacturing Straw: Using Motivation Theories to Clarify and Minimize the Barriers to Positive Supply Chain Relations* (vol. 7). International Conference on Industry, Engineering: 2007 International Conference on Industry, Engineering, and Management Systems.

Refereed Journal Articles

- Tower, S., Tower, S. (2010). Equity And Diversity In Tertiary Institutions. *American Journal of Business Education*, 3(4). <http://journals.cluteonline.com/index.php/AJBE/article/viewArticle/421>
- Tower, S., Tower, S. (2008). Intellectual Capital Capabilities Of Australian Universities In Relation To Science, Humanities, And Technology. *Financial Reporting Regulation and Governance*, 2008, 7:1, 7(1). <http://www.business.curtin.edu.au/business/research/publications-by-cbs-staff/journals-published-by-cbs/financial-reporting/-regulation-and-governance/volume-7-no-1-2008/#carlin>
- Tower, S., Tower, S. (2008). The World's Best Anglo-American Universities' Knowledge Management Attributes. *Journal of College Teaching*, 5(10), 13-22. <http://www.cluteinstitute-onlinejournals.com/PDFs/1341.pdf>
- Tower, S., Barber, A. E., Hollenbeck, J. R., Phillips, J. M. (1994). The Effects of Interview Focus on Recruitment Effectiveness: A Field Experiment. *Journal of Applied Psychology*, 79, 886-896.

Presentations Given

- Tower, S., 23rd Annual International Conference on Industry, Engineering, and Management Systems (IEMS), "Running Away From The Plaque: Why Are Our Students Avoiding Numbers," Cocoa Beach, Florida. (March 20, 2017).
- Tower, S., NSEE 45th International Conference, "Faculty Laziness Or Confusion? Getting 'Em Out Of Their Comfort Zone!," National Society for Experiential Education, San Antonio, TX. (September 28, 2016).
- Tower, S., Strategic Planning Group, Grand Rapids Community College, "The Strategic Planning Process at Ferris State University," Grand Rapids Community College, Grand Rapids. (February 2016).
- Tower, S., IIBA National Conference, "Reluctant Professors: Why Are We Avoiding The Teaching-Tech Web Parade?," International Interdisciplinary Business Advancement Conference, Las Vegas. (May 2015).
- Tower, S., Academy of Business Research Conference, "If This is Progress, Why Are So Many Faculty in Denial," Academy of Business Research, Las Vegas. (October 2014).
- Tower, S., COB Colloquium, "Hostility to Teaching Online: It's Real . . . and It's Here," College of Business, Ferris State University. (2013).
- Tower, S., COB Colloquium, "Hostility to Teaching Online: It's Real . . . and It's Here," College of Business, Ferris State University. (2013).
- Tower, S., Thalner, D. (Presenter), Nuckles, M. (Presenter), 19th Annual Sloan Consortium International Conference on Online Learning, "A mandatory tutorial for online learning prepares students to 'hit the ground running'," Sloan Online Consortium, Orlando, FL. (November 2013).
- Tower, S. (Presenter), Thalner, D. (Presenter), Lilly 2012 Traverse City, "If You Build It, Will They Teach: 8 Questions/Answers to Counter Faculty Resistance to Teaching Online," Lilly, Traverse City, MI. (October 2012).
- Tower, S., Great Lakes Teaching Community, "Surprise, Surprise: Theories That We Can Actually Apply . . . Which Will Help Students Learn!," Central Michigan University. (May 2012).
- Tower, S., 39th Annual ABSEL Conference, "Slackers or Leaders? Understanding (and Enhancing!) Students' Individual Effort in Team-Based Experiences," Association for Business Simulation and Experiential Learning (ABSEL), San Diego, CA. (March 2012).
- Tower, S., COB Colloquium, "Mystery Solved? Peer Evaluations That Work For Us As Well As Our Students," College of Business, Business Building. (January 2012).
- Tower, S., Teahen, R., Sloan-C International Conference on Online Learning, "Building Cohesive Online Teams: A Brief Research Review and Application," Sloan Consortium, Orlando. (November 2010).
- Tower, S., MBEA Annual Conference, "P = f(A x M x O): Are We a Factor in Our Students' Performance?," Michigan Business Educators Association, Frankenmuth, Michigan. (October 2010).
- Tower, S., Lilly North Conference on College Teaching, "Building Cohesive Online Teams: A Brief Research Review and Application," Traverse City. (September 2010).
- Tower, S., Association for Business Simulation and Experiential Learning Conference (ABSEL), "If the Games Work, Why Aren't More Faculty Willing to Play?," Association for Business Simulation and Experiential Learning Conference (ABSEL), Little Rock, Arkansas. (March 2010).
- Tower, S., Michigan Association of International Educators Annual Conference, "Why Aren't More Students and Faculty Participating?," Michigan Association of International Educators. (2009).
- Tower, S. (Presenter), Michigan Business Educators Association Annual, "Partners: Why aren't they interested?." (October 2009).
- Tower, S., Lilly North Conference on College Teaching, "Joining the Teaching-Tech Web 2.0 Parade: Why are Professors' so Reluctant?," Traverse City. (September 2009).
- Tower, S. (Presenter), 20th International Conference on Teaching and Learning, "Staying Sane: Time-Saving Tips (17+) for Teaching Online," Jacksonville, Florida. (April 2009).
- Tower, S. (Presenter), COB Colloquium, "Time Saving Tips for Teaching Online Teaching," COB Colloquium. (December 2008).
- Tower, S. (Presenter), Lilly North 2008, "Joining the Teaching-Tech Web 2.0 Parade: Why are Professors' so Reluctant?." (2008).

- Tower, S. (Presenter), Lilly North 2008, "Time Saving Tips for Online Teaching; Boosting Effort: Five Minutes of Theory and Fifteen Minutes of Suggestions." (2008).
- Tower, S. (Presenter), COB Colloquium, "Time Saving Tips for Online," COB Colloquium. (December 4, 2008).
- Tower, S. (Presenter), World Conference on E-Learning I Corporate, Government, healthcare, & Higher Education, "Turning Theory in Action via E-outreach: A Successful Example of Motivating People." (November 2008).
- Tower, S. (Presenter), E-Learn--World Conference on E-Learning in Corporate, Government, Healthcare, & Higher Education, "Turning Theory into Action via E-outreach: A Successful Example of Motivating People," Las Vegas. (November 2008).
- Tower, S. (Presenter), New-Faculty Orientation, "Continuous transitions toward better teaching: Helping students give you what they want to give you." (August 2008).
- Tower, S. (Presenter), Tower, G. (Presenter), Plummer, J. (Presenter), Ridgewell, B. (Presenter), Goforth, E. (Presenter), The College Teaching & Learning (TLC) Conference, "Equity And Diversity In Tertiary Institutions," Rothenburg ob der Tauber, Germany. (June 2008).
- Tower, S. (Presenter), Tower, G. (Presenter), Plummer, J. (Presenter), Goforth, E. (Presenter), European Applied Business Research Conference, "Failing The Final Exam in Equal Employment And Opportunity," Salzburg, Austria. (June 2008).
- Tower, S. (Presenter), Tower, G. (Presenter), Plummer, J. (Presenter), Ridgewell, B. (Presenter), Goforth, E., College Teaching & Learning (TLC) Conference, "Intellectual Capital Capabilities Of Australian Universities In Relation To Science, Humanities, And Technology," Salzburg, Austria. (June 2008).
- Tower, S. (Presenter), Tower, G. (Presenter), Plummer, J. (Presenter), Ridgewell, B. (Presenter), Goforth, E., European Applied Business Research Conference, "The World's Best Anglo-American Universities' Knowledge Management Attributes," Rothenburg ob der Tauber, Germany. (June 2008).
- Tower, S. (Presenter), International Conference on Industry, Engineering, and Manufacturing Systems, "We Need Air: Why Are our Own Employees Smothering Our Learn Supply-Chain Initiatives." (March 2008).
- Tower, S. (Author & Presenter), COB Colloquium, "Can it be? Yesitcan: A relevant easy-to-use model to motivate students--that is also theory based," COB Colloquium. (January 17, 2008).
- Tower, S. (Author & Presenter), 2007 Campus Job Fair, "The Three Essentials: What Employers Crave," FSU, Big Rapids, MI. (2007).
- Tower, S. (Author & Presenter), Eli Lilly North Conference on College Teaching, "If One Works, Let's Do More! Experiential Learning: Using a Sequence of Simulations to Enhance Understanding," Traverse City, MI. (October 2007).
- Tower, S. (Author & Presenter), Lilly Conference on College Teaching, "P = f(A x M X O): Are We a Factor of Our Student's Performance?," Traverse City, MI. (October 2007).
- Tower, S. (Author & Presenter), McCarthy, B., MC-ICE 2007, "Removing Internship Participation Barriers: Six Ways to Motivate Faculty, Students, and Even Employers," Michigan Council for Internships and Cooperative Education, Bay City, MI. (June 2007).
- Tower, S. (Author & Presenter), McCarthy, B. (Author & Presenter), Western Business Management Conference, "Who Should Be Doing What: Helping Students with Career Decisions," Las Vegas, Nevada. (December 2006).
- Tower, S. (Author & Presenter), Leadership Institute, "Removing Barriers: Six Ways to Motivate Students, Subordinates, and Significant.," Mt. Pleasant, MI. (2006).
- Tower, S., Lilly North Conference on College Teaching, "Removing barriers: Six ways to motivate your students, peers, and even your bosses," Traverse City. (2006).
- Tower, S. (Author & Presenter), International Conference on Industry, Engineering, and Management, "Strategic Decisions: Acknowledging the Neglected Human Component," Cocoa Beach, Florida, US. (2006).
- Tower, S. (Author & Presenter), Towers, R. S. (Author & Presenter), Eli Lilly North Conference on College Teaching, "Building Cohesive Student Teams: Three Activities You Can Use Immediately," Traverse City, MI. (2005).
- Tower, S. (Author & Presenter), Siers, B. (Author & Presenter), International Association of Management, "Why so distracted? The impact of dispositional goal orientation and feedback characteristics on cognitive interference during task activity.," Association of Management/International Association of Management, Norfolk, VA. (2005).
- Tower, S. (Author & Presenter), Academy of Management, "Men's Insistence on Showing Competence: Illustrating Gender Differences within Goal Orientation Research," Academy of Management, New Orleans, Louisiana. (2004).
- Tower, S. (Author & Presenter), Lilly North Conference on College Teaching, "Performance Measurement as a Motivator: Theory-Based Applications to Arouse and Eager Want in your Students, Your Peers, Your Bosses, and Even Yourself!," Traverse City, MI. (2004).
- Tower, S. (Author & Presenter), Eli Lilly Conference, "Can It Be? Yes It Can! A Relevant, Easy-to-use Model to Motivate Students That Is Also Theory-Based.," Traverse City, MI. (2003).
- Tower, S. (Author & Presenter), Supervision Excellence Series, "Leadership Styles: Using the Myers-Briggs Type Indicator," Mt. Pleasant, Michigan. (2003).
- Tower, S. (Author & Presenter), International Conference on Industry, Engineering, and Management, "Staying Put in the Comfort Zone: Dispositional and self-efficacy influences on avoiding challenge.," Cocoa Beach, Florida, US. (2003).

- Tower, S. (Author & Presenter), National Charter Schools' Institute of Development and Performance, "Understanding and Motivating Your Employees," Central Michigan University, Mt. Pleasant, MI. (2001).
- Tower, S. (Author & Presenter), Midwest Academy of Management Conference, "Examining Strategic Awareness and Communication Efficiency Within Teams," Midwest Academy of Management, Ann Arbor, MI, US. (1997).
- Tower, S. (Author & Presenter), Organizational Behavior Teaching Conference, "Introductory Exercises Involving Both Content and Process Issues for OB/Management/HR Courses," Ypsilanti, MI. (1996).
- Tower, S. (Author & Presenter), Midwest Academy of Management Conference, "The Effects of Negative Feedback on Self-efficacy Resilience and Future Task Choices: Work in Progress," Midwest Academy of Management, South Bend, Indiana, US. (1996).
- Tower, S. (Author & Presenter), International Association of Management Conference, "The Role of Communication Efficiency in Teams with Distributed Expertise: Applications of the Multi-level Theory," International Association of Management, Toronto, Canada. (1996).
- Tower, S. (Author & Presenter), Organizational Behavior Teaching Conference, "Theory to Practice: Literative Review Group Discussion on Applications of Goal Orientation Theory to Work Settings and College Classrooms," Ypsilanti, Michigan. (1996).
- Tower, S. (Author & Presenter), Executive Management Development Series, "Thinking Big: Strategic Issues for the 21st Century," Aquinas College, Grand Rapids, MI. (1996).
- Tower, S. (Author & Presenter), Executive Management Development Series, "Thinking Big: Strategic Issues for the 21st Century," Aquinas College, Grand Rapids, MI. (1996).
- Tower, S. (Author & Presenter), Organizational Behavior Teaching Conference, "Using Short Writing Assignments to Promote Personal Reflection and Content Application," Ypsilanti, MI. (1996).

Contracts, Grants and Sponsored Research

Grant

- Tower, S., Dirmeyer, J. (Co-Principal), "Best Practices: Teaching Team Skills," Sponsored by College of Business, Ferris State University. (February 2017 - Present).
- Tower, S., McCollough, E. (Co-Principal), Archer, C. (Co-Principal), "Student Success: Leaving Nothing to Chance," Sponsored by Faculty Center for Teaching & Learning, Ferris State University, Ferris State University, \$12,000.00. (August 2014 - May 2016).

Intellectual Contributions in Submission

Conference Proceedings

- Tower, S., Tower, S. *Transparency of North American Universities' Labor Disclosures*. American Accounting Association.

Research in Progress

- "Career Enhancement Through Student Employment" (On-Going).
Working with supervisors of Ferris student employees and comparing a 'mentoring' type relationship (where supervisors receive training) to a 'normal' relationship (no training).

Service

University Service

- Student Recruiter, Business Professionals of America.
- Student Recruiter, Business Professionals of America.
- Student Recruiter, Business Professionals of America.
- Task Force Member, International Education Office. (2015 - Present).
- Chairperson, Strategic Planning and Resource Council (SPARC). (May 2014 - Present).
- Committee Member, Leadership Council, Ferris State University. (April 2014 - Present).
- Committee Member, COB Core Curriculum Revision. (March 2014 - Present).
- Faculty Advisor, Transfer Equivalency Evaluator. (2014 - Present).
- Faculty representative, University E-Learning Management Advisory Team (E-MAT). (April 2010 - Present).
- Committee Member, International Education. (January 2016 - July 2017).
- Guest Speaker, Study Abroad. (January 19, 2017).
- Guest Speaker, Study Abroad. (March 2016 - December 2016).

Faculty Mentor, Automotive Management "Shark Tank" Student Presentations. (December 6, 2016).

Guest Speaker, American Marketing Association. (November 29, 2016).

Speaker, COB FSUS classes. (October 2016).

Committee Member, Dean of Student Life. (April 13, 2016 - May 20, 2016).

Task Force Member, Strategic Enrollment Task Force. (November 2014 - April 2016).

Faculty Advisor, International Office. (April 28, 2016).

Attendee, Meeting, PGA Assessment. (April 27, 2016).

Guest Speaker, DECA Presenter. (January 2016).

Attendee, Meeting, Professional Gold Association Merchandising Convention. (January 2016).

Committee Member, Diversity and Inclusion Planning, Ferris State University. (May 2015 - January 2016).

Committee Member, Faculty Search, Management Department. (2015).

Committee Member, Faculty Search, Management Department. (2015).

Workshop Organizer, FLITE Staff Performance Workshop. (November 9, 2015).

Faculty Advisor, Fleet Management Minor & Certificate Marketing. (October 2015).

Sponsor, Guest Speaker, CEO of Ram Truck Brands (of Fiat Chrysler Automotive, FCA). (October 2015).

University Senate Service, Academic Senate, Ferris State University. (April 2013 - April 2015).

Committee Member, Provost Search. (September 2014 - March 2015).

Guest Speaker, DECA Presenter. (January 2015).

Committee Member, Faculty Search, Management Department. (2014).

Committee Member, International Education. (March 2013 - December 2014).

Workshop Organizer, College of Engineering Technology Staff Retreat. (July 2014).

Guest Speaker, FCTL, Navigating the Tenure Process. (April 2014).

Attendee, Meeting, Professional Golf Association Merchandise Convention. (January 2014).

Committee Member, Faculty Search, Management Department. (2013).

Faculty Advisor, Ferris - Montcalm Community College Liaison Advisor. (2012 - 2013).

Guest Speaker, FCTL, Enhancing Teaching. (February 2013).

Guest Speaker, DECA Presenter. (January 2013).

Initiated effort, Customized textbook initiator. (2008 - 2012).

Faculty Advisor, SHRM. (2007 - 2012).

Guest Speaker, FCTL, Navigating the Tenure Process. (November 2012).

Faculty Mentor, High School Simulation Advisor. (February 2012 - June 2012).

Guest Speaker, 2012 Ferris Career Fair; title - Your First 100 Days on the Job. (March 2012).

Guest Speaker, FCTL, Building Online Community. (March 2012).

Faculty Advisor, MBA ACG Cup Competition. (December 2011 - March 2012).

Guest Speaker, Montcalm Community College Classroom Speaker. (February 2012).

Guest Speaker, DECA presenter. (January 2012).

Guest Speaker, FCTL, Navigating the Tenure Process. (January 2012).

I wrote five articles for their newsletters, Writer of 5 articles, Online Teaching and Learning Committee, Arts and Sciences. (April 2011 - December 2011).

Committee Member, Career Week. (2011).

Session Chair, Online Career Fair. (2011).

Committee Member, Common Professional Component Committee. (2008 - 2011).

Faculty Mentor, High School Simulation Advisor. (February 2011 - June 2011).

Guest Speaker, FCTL Navigating the Tenure Process. (April 2011).

Faculty Advisor, MBA ACG Cup Competition. (December 2010 - March 2011).

Guest Speaker, DECA Presenter. (January 2011).

Student Recruiter. (January 2011).

Marshall, College of Business Commencement Ceremony. (2010).

Committee Member, Faculty Center for Teaching and Learning, Advisory Committee. (2007 - 2010).

Department Adjunct Reviewer, Department Adjunct Reviewer. (2006 - 2010).

Ferris helper, FSU First Impressions. (2006 - 2010).

Business Professionals of America. (March 2010).

Guest Speaker, DECA presenter. (January 2010).

Student Recruiter. (January 2010).

Marshall, College of Business Commencement Ceremony. (2009).

Faculty Advisor. (2009).

Committee Chair, Faculty Search, Management Department. (2009).

Committee Member, Faculty Search, Management Department. (2009).

Guest Speaker, NAFA (National Association of Fleet Administrators). (2009).

Business Professionals of America. (March 2009).

Guest Speaker, DECA Presenter. (January 2009).

Marshall, College of Business Commencement Ceremony. (2008).

Task Force Chair, Facilitator, Ferris round table on NSSE report. (2008).

Business Professionals of America. (March 2008).

DECA Judge. (January 2008).

Student Recruiter. (January 2008).

Marshall, College of Business Commencement Ceremony. (2007).

Track Organizer, FCTL Book Discussion. (2007).

Committee Member, College of Business Core Appraisal Team - Focus Group. (2006 - 2007).

Committee Member, College of Business Planning leadership Committee. (2006 - 2007).

Committee Member, Management Department Head Search Committee. (2006 - 2007).

Committee Member, MGMT 301 Revision Committee. (2006 - 2007).

Business Professionals of America. (March 2007).

DECA Judge. (January 2007).

Student Recruiter. (January 2007).

Professional Service

Reviewer, Textbook, McGraw-Hill, Atlanta, Georgia. (November 13, 2010).

Guest Speaker, Montcalm Community College. (2007).

Reviewer, Journal Article, Academy of Management. (2006).

Reviewer, Book, Pearson Prentice Hall, Management. (2005).

Reviewer, Journal Article, Organizational Behavior and Human Decision Processes Journal. (1995).

Public Service

Program Organizer, Greenville High School. (February 2012 - May 2012).

Practice judge for DECA preparation, Greenville High School. (2011).

Helping business students with web-based business simulation, Greenville High School. (February 2011 - May 2011).

Guest Speaker, Commencement Speaker, Central Michigan University Master of Science Administration, Winnipeg. (2004 - 2005).

Consulting

For Profit Organization, WW Williams, Inc., Columbus, OH. (February 2017 - June 2017).

Government, North Carolina Department of Transportation, Raleigh, NC. (February 2015 - June 2015).

Government, North Carolina Department of Transportation, Raleigh, NC. (February 2013 - October 2013).

Non-Governmental Organization (NGO), Girl Scouts of Michigan Trails. (1997).

For Profit Organization, Armstrong Laboratory, Brooks Air Force Base, San Antonio, TX. (1995).

For Profit Organization, Independent Bank. (1994).

For Profit Organization, Walker Manufacturing, A Tenneco Corporation subsidiary, Michigan, Mississippi and Ontario, Canada. (1994).

Butterworth HMO, Aetna Corporation Subsidiary. (1988).

C: Syllabi

ACCT 202 - Principles of Accounting 2

Instructor:	Phillip M. Kohn
Course:	ACCT 202-002, Monday & Wednesday @15:00
Location:	BUS-316, College of Business Building
Contact Info:	E-mail: KOHP@FERRIS.EDU Office: 231-593-3163 Mobile: 310-612-6898
Office Location:	IRC 212P,
Student Hours:	Monday - Thursday, 12:00 - 13:00 <i>Or by appointment</i>
Required Text:	Managerial Accounting, Braun & Tietz, 4 th Edition Hardcover with MyAccountingLab : ISBN: 0133803805 Three hole punch with MyAccountingLab : ISBN: 0133849333 MyAccountingLab with eText : ISBN: 0133451488

Course Description and Purpose:

This course is an introduction to the principles of managerial accounting and the tools that managers throughout an organization use for planning, decision-making, and performance measurement in all business environments. Students will be introduced to product costing, costs used for various decision-making models, operational and capital budgeting, financial ratios, and the statement of cash flows, as well as the underlying management concepts used to interpret and understand this information.

Course Outcomes:

1. Make managerial decisions based upon, and supported by, financial accounting data.
2. Communicate the economic consequences of business activities to inform organizational decision making.
3. Evaluate accounting related business situations and provide relevant alternatives.
4. Identify the underlying assumptions, extraneous information, and reasoning used for accounting related business decisions.

Primary objectives:

- ✓ Classify costs using various cost classifications
- ✓ Understand cost flows and successfully trace costs in manufacturing and service sectors
- ✓ Understand the cost-volume-profit relationship and analyze mixed costs
- ✓ Perform break-even analysis and sensitivity analysis
- ✓ Prepare operating budgets
- ✓ Understand standard costs and perform variance analysis
- ✓ Distinguish between relevant and irrelevant costs in making various decisions
- ✓ Prepare a flexible budget
- ✓ Prepare and interpret a cash flow statement
- ✓ Calculate and interpret ratios in the areas of liquidity, profitability, stability and growth, and assess the overall financial performance and health of a set of financial statements
- ✓ Understand capital budgets and how capital budget decisions are made

Assessment of your understanding of this information will be determined using various methods such as homework, quizzes, tests and other materials as assigned.

Policies and Procedures:

Recommended Study - It is vital that you spend enough time studying the material to fully understand the concepts. Do not rely on simply trying to memorize text. I recommend that you review the material both before and after it is discussed in class to reinforce your understanding. As you know, accounting concepts build on each other and falling behind can cause you needless aggravation.

Attendance and Homework - You are expected to be in class. Be prepared every day. There is a direct relationship between attendance and success in this course. If you are absent from class, it is your responsibility to determine what you missed. I recommend developing relationships with your fellow students so you can rely on each other for support if you are unable to attend.

Examinations -- We will have four exams given throughout the semester and a comprehensive final. The comprehensive final will be given during final exam week. *Just a few words about cheating:* Cheating is an act of desperation and very risky. If you are caught you will fail the course and have to retake it, costing you valuable time and money. Fight any temptations you may have.

*Note: If you choose to use a programmable calculator, you may be asked to remove the batteries, which will erase the memory, before you are allowed to take an exam. In addition, you will **NOT** be allowed to use cell phones as a calculator on exams.*

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.

Accommodations for Students with Disabilities - Any student who has a learning disability or a physical handicap which requires any special accommodations should schedule an appointment with me during the first week of class to discuss their classroom and/or assignment and examination requirements or needs.

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. It is my understanding that a prerequisite for ACCT 202 is ACCT 201 with a grade of C- or higher.

Mobile Electronic Devices - Please turn off all your devices before class with the exception of those of you who will be taking notes electronically. It is distracting and disrespectful to your fellow classmates, and me, to be texting, playing games, listening to music etc. I will have my devices off and expect the same from you.

Grading System:

Your final grade will be based on the following items (SUBJECT TO POSSIBLE MODIFICATION):

Five exams @ 100 points each, 500 points
Homework 145 points
Quizzes, 50 points
Class Participation 25 points
Total possible points: 720



Grade Scale %

A	100 - 93	C	76 - 73
A-	90 - 92	C-	72 - 70
B+	89 - 87	D+	69 - 67
B	86 - 83	D	66 - 63
B-	82 - 80	D-	62 - 60
C+	79 - 77	F	59 - 00



ACCT202-002 Class Schedule - Fall 2018

Subject to modification if necessary

Date	Day	Chapter	Topic
27-Aug	M	1	Overview of Managerial Accounting
29-Aug	W	14	Financial Statement Analysis
3-Sep	M	No Class	
5-Sep	W	14	Financial Statement Analysis
10-Sep	M	14/13	Cash Flows and Fin. Statement Analysis
12-Sep	W	13	Statement of Cash Flows
17-Sep	M	13	Statement of Cash Flows
19-Sep	W	Exam #1	
24-Sep	M	2	Managerial Accounting Building Blocks
26-Sep	W	2/3	Building Blocks and Job Costing
1-Oct	M	3	Job Costing
3-Oct	W	11	Standard Costs and Variances
8-Oct	M	11	Standard Costs and Variances
10-Oct	W	Exam #2	
15-Oct	M	6	Cost Behavior
17-Oct	W	7	Cost/Volume/Profit Analysis (CVP)
22-Oct	M	7	Cost/Volume/Profit Analysis (CVP)
24-Oct	W	7	Cost/Volume/Profit Analysis (CVP)
29-Oct	M	8	Relevant Costs for Short Term Decisions
11-Oct	W	8	Relevant Costs for Short Term Decisions
5-Nov	M	8	Relevant Costs for Short Term Decisions
7-Nov	W	Exam #3	
12-Nov	M	9	Master Budget / Budget Project
14-Nov	W	9/10	Budget Project and Performance Evaluation
19-Nov	M	9/10	Budget Project and Performance Evaluation
21-Nov	W	No Class	
26-Nov	M	12	Capital Investments
28-Nov	W	12	Capital Investments
3-Dec	M	Exam #4	
5-Dec	W		Final Exam Review
10-Dec	Final Exam Week Begins - Exam Date TBD		

ACCT 200 – Principles of Accounting FALL 2018

PROFESSOR: TERESA K. COOK, PhD, CMA
OFFICE NO: IRC 212T, Ext. 3167
EMAIL: cooktk@ferris.edu (preferred method of contact)
OFFICE HOURS: M/W 3:00 – 5:00, other hours by appointment

COURSE DESCRIPTION AND PURPOSE OF COURSE:

This course covers the principles of financial and managerial accounting for non-business students, including the framework that underlies financial and managerial accounting and how accounting information should be used by external as well as internal parties of an organization. Students are taught how to prepare, read, and analyze corporate financial statements. Additionally, students are taught the tools and techniques necessary for managerial planning, control, and decision making.

COURSE PREREQUISITES: MATH 114, 115 or 117 and ISYS 104 or 105, or equivalent, or instructor approval.

COURSE OUTCOMES:

1. Students will analyze transactions and explain how the transactions impact the financial statements.
2. Demonstrate managerial accounting principles by making decisions based upon, and supported by, financial accounting data.
3. Identify the underlying assumptions, extraneous information, and reasoning used for accounting related business decisions.
4. Demonstrate the importance and application of ethics and internal control in an organization.

TEXT BOOKS AND MATERIAL REQUIRED:

SURVEY OF ACCOUNTING I Edition: 8TH 18, Warren
(ISBN: 9781305961883)

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. In addition, you will NOT be allowed to use cell phones as calculators during an exam.

Attendance

Your successful completion of this course requires that you attend class. I expect each of you to attend every class session. I expect all students to be on time for class and to stay the entire class session. While I do not deduct points for absences, you should know by now that there is a direct relationship between attendance and success in accounting courses. Remember, material may NOT be turned in late for any reason. If you miss a class, it is your responsibility to find out what you missed from a classmate, not from me. Please notify me, in advance, of any expected attendance issues. Please note that federal reporting requirements now require me to report excessive absenteeism to the dean's office.

CLASSROOM BEHAVIOR (AKA BUS 101)

As your professor, it is my responsibility to ensure the best learning environment possible for my students. That is, one that is comfortable, safe and free from distractions. It is also my intent that your classroom experience with me is conducive to what you may expect in a business environment upon graduation. Therefore, I will enforce the following rules in my classroom:

1. No texting, cell phones, or electronic devices during class. **Period.**
2. **Get to class on time and no leaving the classroom during class.** At the very least, if an emergency happens and you are late for class, please enter from the back of the room so that you are not literally walking in front of me while I am conducting class.
3. As adults, you are expected to conduct yourself in a reasonable manner that will allow optimal learning by all class participants. **There will be times when you are encouraged to talk among yourselves when appropriate to share ideas and learn from each other!**

DRESS APPROPRIATELY FOR CLASS! While I realize that casual dress is “allowed” on campus, not all casual clothing is suitable for the classroom. Remember, you are business students preparing for a career in business and learning to dress appropriately is part of the process. Basically, this means cover all your body parts in an appropriate manner. Thank you.

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.

Using index cards as a flash card study method 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.

I want you to pass this class! I will do whatever I can to help, but ultimately it is up to you.

ASSESSMENT OF PROGRESS:

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 FIVE times throughout the semester including a comprehensive exam during finals week. 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 HIGHEST four exams will carry up to 400 POINTS.

Attendance Policy:

Attendance is not required. **HOWEVER,** a direct relationship exists 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.

GRADING SCALE:

<u>A</u> - 93%	B+ 87%	C+ 77%	D+ 67%	F <60%
A- 90%	<u>B</u> - 83%	C 73%	D 63%	
	B- 80%	C- 70%	D- 60%	

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 out of 7 Quizzes given @ 20 pts ea.)

_____ + _____ + _____ + _____
 _____ + _____ + _____ = _____ (Max. 100 pts)

SCHEDULED EXAMS (4 @ 100 pts ea.)

_____ + _____ + _____ + _____ = _____ (Max. 400 pts)

TOTAL POINTS **(Max of 600)**

Ferris State University
Department of Accounting, Finance and Computer Information Systems
SYLLABUS - FALL 2018, MTR class
Principles of Accounting 1 - ACCT 201 (3 credit hours)

PROFESSOR: Dr. Jean M. Inabinett, CPA, CITP, CGMA
OFFICE NO: BUS 343, Ext. (231) 591-3133
E-MAIL: jeaninabinett@ferris.edu (preferred method of contact)
Office Hours: Monday & Wednesday 1 pm to 3 pm; or by appointment

COURSE DESCRIPTION:

Introduction to accounting principles with an external reporting emphasis on the preparation and use of financial statements. Includes recording and adjusting accounts, the accounting cycle, accounting for merchandising operations, internal control and cash, receivables, inventories, assets, liabilities, corporate organization, stock transactions, dividends, and retained earnings and investments.

COURSE PREREQUISITES: MATH 110 with a grade of C- or better, or 19 on ACT or 460 on SAT or one of the following MATH courses 115, 116, 117, 118, 119, 120, 126, 130, 132, 135.
Typically Offered Fall, Spring, Summer

TEXTBOOKS AND MATERIAL REQUIRED:

Principles of Financial Accounting (Chapters 1-17); by John Wild : 23rd Edition; Publisher McGraw-Hill Higher Education, Ferris Edition; and Connect; ISBN: 9781260684483
The special text is only available at the Ferris State Bookstore.

OTHER REQUIRED MATERIALS:

Calculator capable of basic arithmetic functions, No. 2 pencil, soft eraser and notebook paper.
ALWAYS bring to class your textbook, calculator, pencils and erasers. You will NOT be allowed to use cell phones as calculators during an exam.

CLASS POLICIES:

Attendance and Time Expectations

Success in achieving the learning objectives depends on your attendance in class. Students need to be on time and prepared for the day's lessons. Students are responsible for awareness of announcements made during class, such as changes to the syllabus.

Accounting is a cumulative subject, meaning that as the classes progress, material builds on prior information. Accounting is learned by reading the material prior to class and actively participating in class. For every hour in class, successful college-level work requires about

three (3) to four (4) hours for out-of-class work: reading, writing, research, labs, discussion, fieldwork, homework, etc. Plan accordingly and budget your time wisely.

Cell phones

Students will turn their cell phones off or put them on vibrate mode while in class and put them away in their backpacks, pockets or purses. Students will not answer their phones in class. Students whose phones disrupt the course and do not stop when requested by the instructor will be asked to leave the class and you will lose homework and quiz points for the day. *If a student is texting or emailing during class, the instructor will ask the student to discontinue and/or confiscate the device. The device will be returned at the end of class.*

Computers

In the classroom, students may use computers only for class-related activities. These include activities such as taking notes on the lecture underway, following the lecture on Web-based PowerPoint slides that the instructor has posted, and finding Web sites to which the instructor directs students at the time of the lecture. Students who use his or her computer for other activities or who abuse the equipment in any way, at a minimum, will be asked to turn off the equipment and may be asked to leave class.

Plagiarism

Please see the *Ferris State University Student Handbook, Bulldog Values* for the policy on plagiarism.

LEARNING OUTCOMES: At the conclusion of this course, you should be able to:

1. Learn how to record financial transactions for an organization for all phases of the accounting cycle and summarize the results in the form of financial statements.
2. Perform calculations for various transactions and different forms of entities, especially sole proprietors and corporations as well as different types of businesses (service and merchandising).
3. Calculate estimates of data, such as depreciation and bad debt expense, as needed to record financial transactions properly.
4. Understand the importance and application of ethics and internal control in an organization.

ASSESSMENT OF PROGRESS: I base your final grade on the points earned (maximum 1,000) from the following:

- A. **LEARNSMART** Prior to each class, you should complete the LearnSmart assignment which contains questions to evaluate your understanding of the information. Each LearnSmart assignment is worth 5 points. If you do not complete the assignments by the required deadline, you will receive a zero (0). You must contact the professor prior to class and to make other arrangements (reschedule). If you do not contact me prior to the class and do not complete the LearnSmart, you will receive a zero (0).
- B. **HOMEWORK ASSIGNMENTS.** Use Connect to prepare your homework. Homework is graded for accuracy and completion. Late homework/class assignments will NOT be accepted FOR ANY REASON. Each homework assignment is worth 5 points.
- C. **GROUP PROJECT.** During the year everyone will be assigned to a group and complete the group project. I will post the requirements on Ferris Connect based on the chapters covered during the exam period. Three times during the semester, I collect the project and grade. Each phase is worth 30 points.
- D. **EXAMS.** During the semester, four (4) exams will be given. The first three exams are worth 150 points each and the comprehensive final exam is worth 200 points. Exams **MUST** be taken when scheduled. Missed exams are counted as zero (0). If you know you will be absent, you may arrange to take the exam early (reschedule). No make-ups are allowed.

GRADING SCALE:

Points earned		nt
930 - 1000.00	A	93.0 - 100.0
900 - 929.99	A-	90.0 - 92.9
870 - 899.99	B+	87.0 - 89.9
830 - 869.99	B	83.0 - 86.9
800 - 829.99	B-	80.0 - 82.9
770 - 799.99	C+	77.0 - 79.9
730 - 769.99	C	73.0 - 76.9
700 - 729.99	C-	70.0 - 72.9
670 - 699.99	D+	67.0 - 69.9
630 - 669.99	D	63.0 - 66.9
600 - 629.99	D-	60.0 - 62.9
0 - 599.99	F	0.0 - 59.9

	Total	Value	Max Points
<u>LearnSmart</u>	28	5	140
Homework	30	4	120
Group Project	3	30	90
Exams	3	150	450
Comprehensive Final	1	200	200
GRAND TOTAL			1,000

Due to what are often unforeseen circumstances, such as College closures, spending more-than-expected time on a given topic, etc., the attached schedule is subject to change. I will keep you well informed should such changes occur to the schedule.

FERRIS STATE UNIVERSITY
PRINCIPLES OF ACCOUNTS – TECH ACCOUNTS
160208MWF

Instructor: James W. Shimko, DPA, CPA (State of Ohio)
Office: 2121 IRC Phone: 231.591.3157 E-Mail: JamesShimko@ferris.edu
Office Hours: MW 12:00 Noon – 1:00 PM, 2:00 – 3:00 PM or by appointment

Course Description:

Introduction to accounting principles with an external reporting emphasis on the preparation and use of financial statements. Includes recording and adjusting accounts, the accounting cycle, accounting for merchandising operations, internal control and cash, receivables, inventories, assets, liabilities, corporate organization, stock transactions, dividends, and retained earnings and investments. Pre-Requisites: MATH 109 or 110 with a grade of C- or better, or 19 on ACT or 460 on SAT or one of the following MATH courses: 114, 115, 116, 117, 118, 119, 120, 126, 130, 132, 135. Meets General Education requirements for Problem Solving.

Course Outcomes:

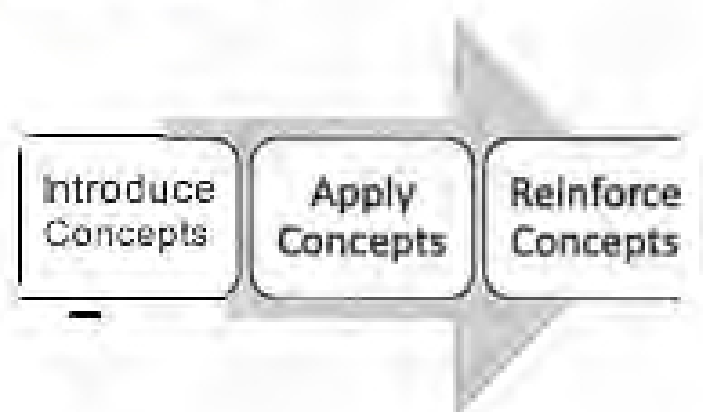
The student will:

- Learn how to record financial transactions for an organization for all phases of the accounting cycle and summarize the results in the form of financial statements.
- Perform calculations for various transactions and different forms of entities, especially sole proprietors and corporations as well as different types of businesses (service and merchandising).
- Calculate estimates of data, such as depreciation and bad debt expense, as needed to record financial transactions properly.
- Understand the importance and application of ethics and internal control in an organization.

Materials Required:

Principles of Financial Accounting, 23rd Edition, W. Hill, Shaw, Chiappetta. With McGraw-Hill Connect access

Learning Process:



Before class:

- Read textbook
- Complete LearnSmart
- View "Need to Know" videos as needed
- Complete Interactive Presentations

In class:

- Activities
- Ask questions and interact
- Demonstrate what you learned

After class:

- Complete homework by Sunday
- Practice problems as needed

Textbook Readings and Interactive Presentations:

Each class day we will be covering a chapter and learning objectives as outlined in the schedule. The interactive presentations are in McGraw-Hill Connect. Students are expected to have read the textbook, worked with the interactive presentations, and completed LearnSmart before class. The readings, interactive presentations, and LearnSmart help students prepare for the in-class activities.

The interactive presentations are due by Sunday of the week assigned. It is important that students complete the interactive presentations early so they will be prepared for class and the homework assignment. Students cannot make up missed interactive presentations.

LearnSmart:

LearnSmart is a learning resource in McGraw-Hill Connect. You are required to complete the LearnSmart module as indicated on the schedule by 9:00 AM of the due date.

Online Homework:

The homework will be completed and graded in McGraw-Hill Connect, an online homework software. The amounts in the homework in McGraw-Hill Connect may differ from the textbook. McGraw-Hill Connect is accessed through a link in the class Blackboard site. Students should read the text and complete the homework early so they will be prepared to participate in class.

Homework is due by Sunday of the week assigned. The due dates are shown in McGraw-Hill Connect. You will have three attempts to answer each question. After each attempt, McGraw-Hill Connect will tell you if your answer is incorrect. Students cannot make up missed homework.

For the first week, you will complete the Week 1 homework assignment and the introduction assignment, "Student Orientation Assignments." It is important to complete the student orientation assignments because it demonstrates how to use McGraw-Hill Connect.

FERRIS STATE UNIVERSITY
COLLEGE OF BUSINESS AND ACCOUNTING (CAVOT 2011)
Fall 2018/2019

Tests:

There are five tests- four tests in class and a comprehensive final taken during finals week. You must take the tests on the test days. Contact me by email in advance if you are unable to take a test on the test day.

Participation and Attendance:

The participation score is based on preparation, attendance and active participation in cooperative learning activities in class. Attendance will be taken at the beginning of class. If you are not present for a class you are responsible for obtaining any information missed. Students are expected to be prepared for class and ready to participate on time. If you are late, it will affect your participation score.

My Achievements:

There is a link to "My Achievements" under the Content area of the left-hand menu. You can earn badges by completing the work for each chapter. Additional badges may become available later in the semester. My Achievements will help keep track of the assignments.

Additional Resource:

In the folder titled, "Practice Problems", there are practice problems by chapter. You can access the practice problems as an additional learning resource. The practice problems are not graded, they are for additional practice.

Other Information:

Special Assistance:

Ferris State University is committed to following the requirements of the Americans with Disabilities Act Amendments Act and Section 504 of the Rehabilitation Act. If you are a student with a disability or think you may have a disability, please contact the Disabilities Services office at 231.591.3057 or send an e-mail message to ecds@ferris.edu to discuss your request further. More information can be found online at: <http://www.ferris.edu/campus/colleges/university/disability>.

If you have already registered with Disabilities Services, please let the instructor know as soon as possible for assistance with classroom accommodations.

Ferris State University is committed to creating inclusive learning environments in which people of all backgrounds are encouraged to contribute. As it is important to honor our differences based on race, sex, religion, sexual orientation, national origin, and socioeconomic status, this course also affirms and respects participants whose gender identity and expression may be situated beyond the male-female binary. We may share our preferred pronouns and names through e-mail, and/or personal introductions. These preferences will be recognized throughout the semester, and any confidentiality related to such requests will be honored.

Plagiarism:

Refer to Section III "Academic Dishonesty" in the student handbook for more information.

Changes to the syllabus and schedule will be announced in class.

PERRIN STATE UNIVERSITY
 BRANCHES OF ACCOUNTING COURSE (201)
 Fall 2016/17

Assessment and Evaluation:

	Max Points
Homework (12 weeks at 15 points each)	180
Tests (4 at 200 points each, final at 200 points)	1000
LearnSmart (15 at 5 points each)	75
Excel Assignment (4 assignments - 15 points each)	60
Interactive Presentations (12 at 3 points each)	36
Comprehensive review quiz	9
Participation	40
Total	1500

Final Grade:

Grade	Percent	Points
A	93% and Above	1395 - 1500
A-	90%	1350 - 1394
B+	87%	1305 - 1349
B	83%	1260 - 1304
B-	80%	1200 - 1244
C+	77%	1155 - 1199
C	73%	1095 - 1154
C-	70%	1050 - 1094
D+	67%	1005 - 1049
D	63%	945 - 1004
D-	60%	900 - 944
F	Below 60%	0 - 899

FERRIS STATE UNIVERSITY
DEPARTMENT OF ACCOUNTING, FINANCE, and COMPUTER INFORMATION
SYSTEMS

SYLLABUS – FALL 2018 M/W

Principles of Financial Accounting – ACCT 201 (3 credit hours)

PROFESSOR: CLAYTON CHARGOT, CMA
OFFICE NO: IRC 225
PHONE NO. 231-591-3167
E-MAIL: chargoc@ferris.edu (preferred method of contact)
OFFICE HOURS: Monday 11:00-Noon, other hours by appointment

COURSE DESCRIPTION:

Introduction to accounting principles with an external reporting emphasis on the preparation and use of financial statements. Includes recording and adjusting accounts, the accounting cycle, accounting for merchandising operations, internal control and cash, receivables, inventories, assets, liabilities, corporate organization, stock transactions, dividends, and retained earnings and investments.

COURSE PREREQUISITES: MATH 110 with a grade of C- or better, or 19 on ACT or 460 on SAT or one of the following MATH courses 115, 116, 117, 118, 119, 120, 126, 130, 132, 135. Typically Offered Fall, Spring, Summer

TEXTBOOKS AND MATERIAL REQUIRED:

Principles of Financial Accounting (Chapters 1-17); by [John Wild](#); 23rd Edition; Publisher McGraw-Hill Higher Education, *Ferris Edition*; and Connect; ISBN: 9781260684483

The special text is only available at the Ferris State Bookstore.

OTHER REQUIRED MATERIALS:

Calculator capable of basic arithmetic functions, No. 2 pencil, soft eraser and notebook paper.

ALWAYS bring to class your textbook, calculator, pencils and erasers.

CLASS POLICIES:

Attendance and Time Expectations

Success in achieving the learning objectives depends on your attendance in class. Students need to be on time and prepared for the day's lessons. **Students are responsible for awareness of announcements made during class, such as changes to the syllabus.**

Accounting is a cumulative subject, meaning that as the classes progress, material builds on prior information. Accounting is learned by reading the material prior to class and actively participating in class. For every hour in class, successful college-level work requires about three (3) to four (4) hours for out-of-class work: reading, writing, research, labs, discussion, fieldwork, homework, etc. Plan accordingly and budget your time wisely.

Cell phones

Students will turn their cell phones off or put them on vibrate mode while in class and put them away in their backpacks, pockets or purses. Students will not answer their phones in class. Students whose phones disrupt the course and do not stop when requested by the instructor will be asked to leave the class and you will lose homework and quiz points for the day. ***If a student is texting or e-mailing during class, the instructor will ask the student to discontinue and/or confiscate the device. The device will be returned at the end of class.***

Computers

In the classroom, students may use computers only for class-related activities. These include activities such as taking notes on the lecture underway, following the lecture on Web-based PowerPoint slides that the instructor has posted, and finding Web sites to which the instructor directs students at the time of the lecture. Students who use his or her computer for other activities or who abuse the equipment in any way, at a minimum, will be asked to turn off the equipment and may be asked to leave class.

Plagiarism

Please see the [Ferris State University Student Handbook, Bulldog Values](#) for the policy on plagiarism.

COURSE OUTCOMES: At the conclusion of this course, you should be able to:

1. Learn how to record financial transactions for an organization for all phases of the accounting cycle and summarize the results in the form of financial statements.
2. Perform calculations for various transactions and different forms of entities, especially sole proprietors and corporations as well as different types of businesses (service and merchandising).
3. Calculate estimates of data, such as depreciation and bad debt expense, as needed to record financial transactions properly.
4. Understand the importance and application of ethics and internal control in an organization.

ASSESSMENT OF PROGRESS

Your final grade will be based on your overall class performance. It will be based points you have earned related to the following components:

	<u>%</u>	<u>Points</u>	The following scale can be used to approximate letter grades (Final Grades will include + & - where applicable).
Examinations	80%	400	
Homework	20%	100	
Total	100%	500	
			A = 90 - 100
			B = 80 - 89
			C = 70 - 79
			D = 60 - 69
			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. There are neither make-up quizzes nor make-up exams.
2. There are no extra credit assignments.
3. The final grade is based on the total points that you have earned on the three components listed above.

ACCT 202 - Principles of Accounting 2

Instructor:	Phillip M. Kohn
Course:	ACCT 202-002, Monday & Wednesday @15:00
Location:	BUS-316, College of Business Building
Contact Info:	E-mail: KOHNP@FERRIS.EDU Office: 231-591-3165 Mobile: 310-612-6898
Office Location:	IRC 212P,
Student Hours:	Monday - Thursday, 12:00 - 13:00 <i>Or by appointment.</i>
Required Text:	Managerial Accounting, Braun & Tietz, 4 th Edition Hardcover with MyAccountingLab: ISBN: 0133803805 <u>Three hole punch with MyAccountingLab:</u> ISBN: 0133849333 <u>MyAccountingLab with etext:</u> ISBN: 0133451488

Course Description and Purpose:

This course is an introduction to the principles of managerial accounting and the tools that managers throughout an organization use for planning, decision-making, and performance measurement in all business environments. Students will be introduced to product costing, costs used for various decision-making models, operational and capital budgeting, financial ratios, and the statement of cash flows, as well as the underlying management concepts used to interpret and understand this information.

Course Outcomes:

1. Make managerial decisions based upon, and supported by, financial accounting data.
2. Communicate the economic consequences of business activities to inform organizational decision making.
3. Evaluate accounting related business situations and provide relevant alternatives.
4. Identify the underlying assumptions, extraneous information, and reasoning used for accounting related business decisions.

Primary objectives:

- ✓ Classify costs using various cost classifications
- ✓ Understand cost flows and successfully trace costs in manufacturing and service sectors
- ✓ Understand the cost-volume-profit relationship and analyze mixed costs
- ✓ Perform break-even analysis and sensitivity analysis
- ✓ Prepare operating budgets
- ✓ Understand standard costs and perform variance analysis
- ✓ Distinguish between relevant and irrelevant costs in making various decisions
- ✓ Prepare a flexible budget
- ✓ Prepare and interpret a cash flow statement
- ✓ Calculate and interpret ratios in the areas of liquidity, profitability, stability and growth, and assess the overall financial performance and health of a set of financial statements
- ✓ Understand capital budgets and how capital budget decisions are made

Assessment of your understanding of this information will be determined using various methods such as homework, quizzes, tests and other materials as assigned.

Policies and Procedures:

Recommended Study - It is vital that you spend enough time studying the material to fully understand the concepts. Do not rely on simply trying to memorize text. I recommend that you review the material both before and after it is discussed in class to reinforce your understanding. As you know, accounting concepts build on each other and falling behind can cause you needless aggravation.

Attendance and Homework - You are expected to be in class. Be prepared every day. There is a direct relationship between attendance and success in this course. If you are absent from class, it is your responsibility to determine what you missed. I recommend developing relationships with your fellow students so you can rely on each other for support if you are unable to attend.

Examinations – We will have four exams given throughout the semester and a comprehensive final. The comprehensive final will be given during final exam week. *Just a few words about cheating.* Cheating is an act of desperation and very risky. If you are caught you will fail the course and have to retake it, costing you valuable time and money. Fight any temptations you may have.

*Note: If you choose to use a programmable calculator, you may be asked to remove the batteries, which will erase the memory, before you are allowed to take an exam. In addition, you will **NOT** be allowed to use cell phones as a calculator on exams.*

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.

Accommodations for Students with Disabilities - Any student who has a learning disability or a physical handicap which requires any special accommodations should schedule an appointment with me during the first week of class to discuss their classroom and/or assignment and examination requirements or needs.

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. It is my understanding that a prerequisite for ACCT 202 is ACCT 201 with a grade of C- or higher.

Mobile Electronic Devices – Please turn off all your devices before class with the exception of those of you who will be taking notes electronically. It is distracting and disrespectful to your fellow classmates, and me, to be texting, playing games, listening to music etc. I will have my devices off and expect the same from you.

Grading System:

Your final grade will be based on the following items (SUBJECT TO POSSIBLE MODIFICATION):

Five exams @ 100 points each, 500 points
Homework 145 points
Quizzes, 50 points
Class Participation 25 points
Total possible points: 720

Grade Scale %

A	90 – 93	C	78 - 73
A-	88 – 92	C-	72 - 70
B+	87 - 87	D+	69 – 67
B	86 – 83	D	66 - 63
B-	82 – 80	D-	62 - 60
C+	78 – 77	F	59 - 00

ACCT202-002 Class Schedule - Fall 2018*Subject to modification if necessary.*

Date	Day	Chapter	Topic
27-Aug	M	1	Overview of Managerial Accounting
29-Aug	W	14	Financial Statement Analysis
3-Sep	M	No Class	
5-Sep	W	14	Financial Statement Analysis
10-Sep	M	14/13	Cash Flows and Fin. Statement Analysis
12-Sep	W	13	Statement of Cash Flows
17-Sep	M	13	Statement of Cash Flows
19-Sep	W	Exam #1	
24-Sep	M	2	Managerial Accounting Building Blocks
26-Sep	W	2/3	Building Blocks and Job Costing
1-Oct	M	3	Job Costing
3-Oct	W	11	Standard Costs and Variances
8-Oct	M	11	Standard Costs and Variances
10-Oct	W	Exam #2	
15-Oct	M	6	Cost Behavior
17-Oct	W	7	Cost/Volume/Profit Analysis (CVP)
22-Oct	M	7	Cost/Volume/Profit Analysis (CVP)
24-Oct	W	7	Cost/Volume/Profit Analysis (CVP)
29-Oct	M	8	Relevant Costs for Short Term Decisions
31-Oct	W	8	Relevant Costs for Short Term Decisions
5-Nov	M	8	Relevant Costs for Short Term Decisions
7-Nov	W	Exam #3	
12-Nov	M	9	Master Budget / Budget Project
14-Nov	W	9/10	Budget Project and Performance Evaluation
19-Nov	M	9/10	Budget Project and Performance Evaluation
21-Nov	W	No Class	
26-Nov	M	12	Capital Investments
28-Nov	W	12	Capital Investments
3-Dec	M	Exam #4	
5-Dec	W		Final Exam Review
10-Dec	Final Exam Week Begins - Exam Date TBD		

FERRIS STATE UNIVERSITY
DEPARTMENT OF ACCOUNTING, FINANCE and COMPUTER INFORMATION
SYSTEMS
SYLLABUS - FALL 2018
Principals of Managerial Accounting – ACCT 202 (3 credit hours)

PROFESSOR: CLAYTON CHARGOT, CMA
OFFICE NO: IRC 225
PHONE NO: 231-591-3167
EMAIL: chargooc@ferris.edu (preferred method of contact)
OFFICE HOURS: Monday 11:00AM-NOON, other hours by appointment

COURSE DESCRIPTION:

This course is an introduction to the principles of managerial accounting and the tools that managers throughout an organization use for planning, decision-making, and performance measurement in all business environments. Students will be introduced to product costing, costs used for various decision-making models, operational and capital budgeting, financial ratios, and the statement of cash flows, as well as the underlying management concepts used to interpret and understand this information.

COURSE PREREQUISITES: ACCT 201 with a grade of C+ or better. Please note that you are expected to have retained a working knowledge of financial statements from this class. It will make this class much easier. I will NOT be reviewing the material from ACCT 201 in this class! If you need help remembering – get some help!

Another area that seems to cause problems for students is the ability to calculate and work with ratios/percentages. If you are someone who struggles with math, please be sure to review these concepts or find some help. Once again, I will not be reviewing this material in class. It's math – not accounting.

TEXT BOOKS AND MATERIAL REQUIRED:

Managerial Accounting, Brown & Tietz, 4th Edition

Hardcover book by itself: ISBN: 0133428370

Hardcover with MyAccountingLab: ISBN: 0133803805

Three hole punch by itself: ISBN: 013342846x

Three hole punch with MyAccountingLab: ISBN: 0133849333

MyAccountingLab with eText: ISBN: 0133451488 (electronic book included)

ALWAYS your textbook and a calculator capable of basic arithmetic functions to class!

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. In addition, you will NOT be allowed to use cell phones as a calculator on exam.

COURSE OUTCOMES

1. Make managerial decisions based upon, and supported by, financial accounting data.
2. Communicate the economic consequences of business activities to inform organizational decision making.
3. Evaluate accounting related business situations and provide relevant alternatives.
4. Identify the underlying assumptions, extraneous information, and reasoning used for accounting related business decisions.

Assessment of your understanding of this information will be determined using various methods such as homework, quizzes, tests and other materials as assigned.

CLASSROOM BEHAVIOR (AKA BUS 101)

As your professor, it is my responsibility to ensure the best learning environment possible for my students. That is, one that is comfortable, safe and free from distractions. It is also my intent that your classroom experience with me is conducive to what you may expect in a business environment upon graduation. Therefore, I will enforce the following rules in my classroom:

1. No texting, cell phones, or electronic devices during class. **Period.**
2. **Get to class on time** and no leaving the classroom during class. At the very least, if an emergency happens and you are late for class, please enter from the back of the room so that you are not literally walking in front of me while I am conducting class.
3. As adults, you are expected to conduct yourself in a reasonable manner that will allow optimal learning by all class participants. There will be times when you are encouraged to talk among yourselves when appropriate to share ideas and learn from each other!
4. **DRESS APPROPRIATELY FOR CLASS!** What I realize that casual dress is "allowed" on campus, not all casual clothing is suitable for the classroom. Remember, you are business students preparing for a career in business and learning to dress appropriately is part of the process. Basically, this means cover all your body parts in an appropriate manner. Thank you!

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, **up to 9 to 10 hours per week!** It is critical 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!

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.

Accounting does require a great deal of memorization, so using index cards as a flash card study method 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 minutes - 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) so stop by my office or call me and leave a message as to when and where I can reach you.

I want you to pass this class! I will do whatever I can to help, but ultimately it is up to you.

ASSESSMENT OF PROGRESS:

Your final grade will be based on the points earned from the following:

- A. **HOMEWORK/CLASS ASSIGNMENTS** Homework assignments can be found in the Blackboard course by clicking on the links in the Course Calendar for each day. All homework is due on the date it is assigned, and must be worked ahead of time, and will be "collected" at the beginning of the class. Please do not ignore homework points. Every point not earned must be earned on exams.
- B. An **EXTRA PROJECT** will be assigned during the semester.
- 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.
- D. A comprehensive **FINAL EXAM** will be given at the end of the semester.

Attendance Policy:

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.

GRADING SCALE:

A 93%	B+ 87%	C+ 77%	D+ 67%	F <60%
A- 90%	<u>B 83%</u>	C 73%	D 63%	
	B- 80%	C- 70%	D- 60%	

If applicable, you must pass ACCT 202 (with a D-) before being allowed to take FIN 322. Accounting majors must have a C- to take ACCT 310.

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 POINTS)

HOMEWORK/CLASS ASSIGNMENTS.....	300 points
EXTRA PROJECT	50 points
SCHEDULED EXAMS (4 @ 100 points each).....	400 points
FINAL EXAM.....	100 points

TOTAL POINTS.....	750 points

BLAW 321
Contracts and Sales
Fall Semester 2018
Syllabus

Title: BUSINESS LAW-LMS MINDTAP ACCESS

Smith of Richardson's Business Law,
Richard A. Mann and Barry S. Roberts

NOTE – This course will utilize an E-Text. The E-Text is accessed through a Cengage **MindTap** Access code. You can purchase an access code through the Ferris bookstore. It is also available directly from the publisher (cheaper). <http://www.cengagebrain.com/course/2704013>

You will see that there are a few options. Cengage recently launched a new program called Cengage Unlimited. It costs \$149 but it gives you access to all of the publisher's texts and materials. This is a great option, but only if you have more than one course that uses Cengage MindTap features. If you don't have any other courses that use Cengage material, proceed to the last two choices. The next two options both give access to just my BLAW 321 course, but one includes a loose-leaf, printed version of the text for an additional charge. You only need to purchase one option (with or without printed text). In other words, if you want a copy of the full textbook in print, purchase the Bundle, which is both Print and a MindTap access code. If you do not want print - purchase a stand-alone MindTap Access code. Please note that you will need to purchase one of the options. Part of your grade in this course will include MindTap Quizzes.

Professor: Aaron Madzian
Phone: 231-591-2679
Email: Aaron.Madzian@ferris.edu
Office: BUS 348
Office Hours: Tuesdays 9:00-9:30 and 1:30-3:00
Wednesdays 5:00-6:00
Thursdays 9:00-9:30 and 1:30-3:00

Stopping by my office is the best way to get answers to your questions. I will work with you to set up a different time if the posted office hours don't work for you. If that is the case, send me an email and we can get a date/time scheduled.

1. Course Descriptions:

An introduction to the law and the legal system in the U. S. as well as a thorough examination of the law of contracts and sales. This will include a review of articles 2, 2a and 9 of the Uniform Commercial Code.

The first part of the course will be an introduction to law and the legal system in the United States. This will include a discussion of the relationship of ethics to the law, the classifications and sources of law and the state and federal court systems.

Next, we will concentrate on learning the fundamentals of contract law. This unique area of the law allows parties to privately create legal obligations. There will be a discussion of the nature of contracts and the importance of legally binding obligations in the U. S. and to the world economy. Areas to be covered include offer, acceptance, defenses, consideration, capacity, illegal bargains, written requirements, rights of third parties, performance, breach and remedies.

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. It will include a review of applicable provisions of the Uniform Commercial Code (UCC) and the United Nations Convention on Contracts for the International Sale of Goods (CISG).

2. Learning Outcomes:

Upon successful completion of this course, the student should be able to:

1. Describe the legal system and explain the source and classification of laws.
2. Understand and incorporate the elements of a valid and enforceable contract and recognize and use the terminology associated with contracts.
3. Identify the various parties to contracts, assess their rights and obligations and explain how these obligations might be discharged.
4. Compare and select the appropriate remedy for breach.
5. Demonstrate appropriate critical thinking skills as it relates to the ethical formulation and interpretation of contracts and apply these skills to arise frequently encountered legal contractual issues.

3. Possible Points:

Case and Analysis Assignment	110 Points
MiniTap Assignments	50 Points
Quizzes	60 Points
Quiz Recaps	20 Points
Midterm Exam	130 Points
Midterm Recap	30 Points
Final Exam	130 Points
<u>Total</u>	<u>590 Points</u>

4. Homework:

Throughout the semester, I will assign Case and Analytic Assignments. I will also assign Concept MiniTap Quizzes. Each Assignment/MiniTap Quiz will include a point value and must be submitted via Blackboard. I will not accept late work.

Assignments/MiniTap Quizzes will be due no later than 11:59 pm on the due date. Due dates are typically the day before class. In other words, they will be due at 11:59 pm on Mondays or Wednesdays. If you miss class, you are still expected to complete them on time. To the extent Assignments/MiniTap Quizzes submitted after a deadline, they will be considered late and will not be accepted. It is your responsibility to get notice of the Assignments/MiniTap Quizzes from Blackboard or a classmate, or by emailing me.

5. In-class Quizzes

There will be four in-class Quizzes throughout the Semester. They are each worth 15 Points. The Quizzes may include material that was assigned or presented in class, whether or not it is contained in the assigned text. Likewise, the Quizzes may include any material contained in the assigned text, whether or not it was covered in class. The class after a Quiz will start with an in-class Quiz Recap worth 5 points. If you have an excused absence and must miss class on the day of a Quiz or Quiz Recap, or if you need an accommodation due to illness, disability or unavailability, you must discuss it with me and schedule a make-up date before the scheduled date. If you miss a Quiz or Quiz Recap and did not previously discuss your excused absence and schedule a make-up date, you will not be able to take the Quiz or Quiz Recap. I reserve the right to grant or refuse a request for an accommodation based on illness or unavailability in my sole discretion.

6. Exams:

Exams serve as an assessment of your understanding of the material. The Exams may include material that was assigned or presented in class, whether or not it is contained in the assigned text. Likewise, the Exams may include any material contained in the assigned text, whether or not it was covered in class. The exams will be conducted in the classroom.

If you have an excused absence and must miss an Exam date, or if you need an accommodation due to illness, disability or unavailability, you must discuss it with me and schedule a make-up date before the scheduled date. If you miss an Exam and did not previously discuss your excused absence and schedule a make-up date, you will not be able to take the Exam. I reserve the right to grant or refuse a request for an accommodation based on illness or unavailability in my sole discretion.

7. Final Grades:

Final grades will be based on a percentage of total points as follows:

93%-100%	= A
90%-92%	= A-
87%-89%	= B+
83%-86%	= B
80%-82%	= B-

Final grades may be adjusted upward or downward by one partial grade (i.e. B+ to A- or conversely, A- to B+) based on quantity and quality of classroom participation.

8. Attendance Policy:

You are expected to attend all classes. If you have a legitimate excuse and must be absent, discuss it with me in advance or send an email to me before the scheduled class time. Final grades may be adjusted downward by one partial grade (i.e. A- to B+) if you have multiple unexcused absences.

9. Class Etiquette:

The course will include numerous opportunities to discuss your position on legal issues. These types of discussions often reveal differences in opinions and values. Each student will be required to be respectful of every other person in the class. I expect each of you to participate by sharing your thoughts. I will facilitate the discussions to ensure that they proceed in an appropriate fashion. If your conduct or comments are disrespectful or disruptive, you will not be allowed to participate.

Behaviors which obstruct or disrupt the teaching/learning environment are prohibited. Penalties for disruptive behavior can include involuntary withdrawal from the course and/or disciplinary action up to and including probation or dismissal from the University.

10. Written Assignment Requirements:

All written assignments must comply with the following:

- "WORD" format.
- One inch margins.
- 12pt type of a standard font (Times New Roman preferred).

Failure to use proper grammar and punctuation will result in reduced points. Use spell check. Likewise, you need to organize your thoughts and clearly convey them in your writing.

11. Plagiarism:

Plagiarism will not be tolerated. You must do your own unique work. Plagiarism in this sense may result in a failing grade on the assignment, a failing grade in the course, and/or referral to the Office of Student Misconduct. You are encouraged to study with other students in this class. That said, you must complete and submit your own individual assignments. I use ~~SafeAssign~~ Turnitin which is copied or paraphrased from other students or sources is plagiarism and cheating. I do enforce this prohibition against plagiarism and cheating. In other words, if you copy or paraphrase work, you will fail the assignment and/or course.

Ferris State University's policy regarding plagiarism is as follows:

A student must not adopt or reproduce ideas, words, or statements of another person without appropriate acknowledgment. A student must give credit to the originality of the others and acknowledge contributions whenever he or she quotes or paraphrases another person's words, either oral or written and whenever he or she borrows facts, statistics, or other illustrative material, unless the information is common knowledge.

Ferris State University Code of Student and Community Standards, Section III, Part A – Academic Misconduct

12. Cell phones, iPads, MP3 Players, Digital Recording Devices, Etc.:

Use of all of these (and similar items) is prohibited during class. You will be expected in silence or turn them off during class. Also, please store them off of your desk. If for some reason you have a situation that requires the use of your phone during class, please let me know before class, and then quietly leave the classroom to address your situation. In the absence of a pre-acknowledged circumstance, placing calls, texting, checking email, surfing online, updating social media, etc. is prohibited during class. Electronic recording of lectures is not allowed without prior permission.

13. Miscellaneous:

- Ferris State University is committed to following the requirements of the Americans with Disabilities Act Amendments Act and Section 504 of the Rehabilitation Act. If you have a disability or think you may have a disability, contact the Disabilities Services office at 231.591.1057, or email eds@ferris.edu to discuss your request further. More information can be found at <http://www.ferris.edu/HTML/collpages/university/diversity/>. Any student registered with Disabilities Services should contact me as soon as possible for assistance with classroom accommodations.
- You are always free to contact me if you have questions about your progress in this course. Please do not wait until the end of the semester.
- I reserve the right to make adjustments to this Syllabus. I will keep you well informed should such changes occur.



Integrating Experience – BUSN 460

Instructor: Dr. Lashell Baker

Student/Office Hours: Online

Office: BUS 003

Contact: 231-291-2034

Text: 231-830-1754 (text line to text me anytime)

Email: Lashell.Baker@ferris.edu or ashell@blackboard.com

Textbooks: The Business Strategy Game. 890-online.com
You should NOT purchase a hard copy of the text. When you register for the simulation at 890 Online, purchase the online text as well. It's called the value pack. The cost is approximately \$115. Specific, detailed instructions are included at the end of the syllabus. NOTE: Students on financial aid can return the text and sign up for the simulation through the Farris bookstore.

Face-to-Face Classes, week of: 8/28, 9/4, 9/18, 10/2, 10/18, 10/30, 11/13

Course Description:

BUSN 460 is the capstone course for students completing a bachelor program in the College of Business at Ferris State University. The prerequisites of this course are achieving a Senior class standing, and having successfully completed the Business Core. Students are expected to possess and demonstrate competence in each of these core areas: Accounting, Business Law, Financial Management, Business Information Systems, Applied Management, Quality and Operations Management, Marketing, and Statistics. This course will integrate the various learning outcomes presented in these core disciplines. Students are also expected to demonstrate competence in written and verbal communications, and collaboration with team members.

Successful completion of this course will require students to:

1. Quickly master the simulation component of the course
2. Complete all the simulation assignments, reports, and tests
3. Competently manage the simulation model
4. Add value to the classroom and/or online discussion process
5. Respectfully interface and collaborate with colleagues

Course Outcomes:

By the end of this course, student compliance is required in several key areas of business strategy and policy. Collectively, the written reports, and 1 or the simulations required for this course are intended both to develop as well as to demonstrate student's key competencies as follows:

- **Analysis:** Identify and analyze features of markets and industries.
- **Appraisal:** Appraise internal firm resources and external competitive conditions.
- **Devise:** Devise strategic plans subject to analysis of internal and external environments.
- **Execute:** Prepare and present valid reports using appropriate analytical tools such as business analysis.
- **Collaboration:** Working effectively in free, competitive, collaborative settings.
- **Commit to competing effectively in the business simulation.**

Nature of the Course:

The 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 technological **advancements** create an educated workforce able to contribute to the economic vitality of the state of Michigan and the Nation."

More specifically, the 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, the course will afford students an opportunity to improve their management-related technical and collaborative skills. Moreover, grading standards reflect that teamwork is a major success factor in the workplace, hence in the 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; rather, it is derived from core courses and other courses required for the main business degree. Students enrolling in the course should possess the requisite knowledge expected from their successful completion of the array of courses embodied in the business degree.

BUSN 499 Textbook and Simulation:

BUSN 499 is a senior capstone experience. This course is all about strategy, decision making, team building, and developing critical thinking skills. To register for the simulation <https://www.blackboard.com> access to the online textbook, please go to big-online.com and follow the instructions. The textbook and simulation will cost approximately \$115. Please make your payment at the time of registration. You will be asked to provide a registration code. **FIND YOUR CODE TOWARDS THE END OF THE SYLLABUS.** Once you are signed up, go ahead and start to navigate the various features of the site. Get familiar with the simulation. You can also review the student manual and begin to complete the scavenger hunt activities.

Blackboard learning environment: Each class participant is expected to read materials and chapter assignments prior to class. All course related materials – syllabus, notes, etc. – will be available on the Blackboard® course page. Please familiarize yourself with the system as each student will be responsible for obtaining the electronic notes through that system. You will need to check the site frequently for announcements reminding you of new resources and upcoming assignments.

Student/Instructor Conversations: Students keep in touch with the instructor via course messages, e-mail, text messages, or telephone calls.

Class Policies and Expectations

Classroom Conduct: When participating in this course, it is essential that we maintain a professional demeanor that is consistent with what is expected in the corporate workplace. Disagreeing with another's opinion is fine – it's okay to "agree to disagree" – however, the professionalism of the tone and manner in which the posts are written or voiced need to be upheld. When responding to a post or student in class, each student needs to be courteous and respectful of one another's opinions and insights. For instance, "You are wrong, I am right." is not an acceptable response. A more appropriate answer may be "I respect your opinion; however, my experience has been...". Keep in mind that appropriate class and workplace conduct can result in a "win-win" situation for everyone involved. It is my objective that you not only learn the principles presented in the class, but you learn from each other.

Netiquette: It is very easy for comments to be misinterpreted in the electronic environment since we can't see each other's faces for visual cues. It has been estimated that 80% of interpersonal communication is non-verbal and conveyed through facial expressions and body language. Since we don't have the luxury of the non-verbal cues, we must be especially careful in the words we choose.

Online Expectations: I plan to offer you a valuable learning experience, and expect us to work together to achieve this goal. Here are some general expectations regarding this course:

- 1.) Each student as a Ferris e-mail account. If you wish to use a different e-mail address for this course, please **change your e-mail address in Blackboard**.
- 2.) Readings, discussion forum participation, and written assignments must be completed according to the class schedule. If business travel will take you away from regular participation, please let me know about these dates in advance.
- 3.) It is essential that all students actively contribute to the course objectives through their experiences and working knowledge of business.
- 4.) Assignments must be completed to an adequate standard to obtain a passing grade. Requirements for each assignment are detailed in the syllabus.
- 5.) Be prepared to log into Blackboard at least once each day. Please focus your on-line correspondence within the appropriate Blackboard discussion forums so that your colleagues can learn from you.

At the end of the course, you will be invited to participate in a University evaluation of this course. Your feedback is important to the University and to me as an instructor. I encourage you to participate in the evaluation process.

Instructor Information: It is important for you as students to know what to expect from me as your instructor:

- 1.) I will be available to you via e-mail and phone, and will promptly reply to your messages – usually within 48 hours or sooner.
- 2.) I will be available to you for face-to-face appointments as requested.

- 3.) I will maintain the Blackboard course web site with current materials, and will resolve any content-related problems promptly as they are reported to me.
- 4.) I will send out a weekly e-mail update to all class members to guide upcoming work and remind you of assignment due dates.
- 5.) I will return all assignments to you promptly (usually within a week or so of the due date), and include individualized comments and suggestions with each assignment.
- 6.) I will hold our personal written or verbal communications in confidence. I will not post any of your assignments for viewing by the class without requesting your approval in advance.
- 7.) I will treat all members of the class fairly, and will do my best to accommodate individual learning styles and special needs.

If any of these points need clarification, or when special circumstances arise that require my assistance, please contact me so that we can discuss the matter personally.

PRACTICAL GUIDELINES FOR CLASS LOAD EXPECTATIONS

A three-credit course generally requires at least nine hours per week of time commitment. Here are some practical guidelines to help schedule your time commitments for this online course:

- Be realistic about the amount of time required to do the coursework. In a normal 15 week semester course, you should plan to spend three hours per week for each credit hour or 9 hours for each week. In total, this amounts to committing 135 hours of your time to successfully complete all readings, activities, assignments, and texts as described in this syllabus.
- Using time management in this course will be essential to being successful.
- You should organize your remaining time to roughly correspond with the point value of each major assignment.

These guidelines may not reflect the actual amount of outside time that you – as a unique individual with your own learning style – will need to complete the course requirements. The number of hours each week will vary based on assignment due dates, so please plan ahead to ensure that you schedule your academic, work, and personal time effectively.

Learning Methodologies:

Each class participant is expected to read materials and chapter assignments prior to class. All course related materials – syllabus, notes, etc. – will be available on the Blackboard course page. Please familiarize yourself with the system as each student will be responsible for obtaining the electronic notes through that system. Applications of the concepts will include, case studies, exercises, videos, etc.

Written Work Expectations:

All written work for BUSN 499 must be presented in a professional style, and follow basic principles of effective written communication. Assignments:

- 1.) Must be typed in Times New Roman or Arial 12 point font and no more than the assignment states.
- 2.) Your name must be on the first page along with the assignment title.

- 3.) Each student needs to supply the instructor with an electronic copy of each individual assignment. Assignments submitted after the due date will automatically receive a 20% deduction in the score. See the late policy below. The electronic copy of the same assignment needs to be submitted via the Safe Assignment link provided in the Blackboard system on the date the assignment is due.
- 4.) For your protection, it is your responsibility to retain a copy of any materials that you submit or hand in to me.

Classroom Courtesy:

The instructor intends to give full, uninterrupted attention to student questions, answers, opinions and comments. Students are expected to give the same courtesy to the instructor and their fellow students. Cell phones, PDA's, iPods, MP3s, etc. devices should be turned off so as to not create a distraction. Ringing, beeping, buzzing, vibrating, singing electronic devices are a distraction (not to mention rude). Please drop this course if you think you cannot be away from your phone or iPod for 2 hours a week.

Please avoid engaging in any type of disruptive classroom behavior (side-conversations, rude remarks, disrespectful behavior to fellow students or instructor, etc.) as this prevents individuals from the true learning experience. If this behavior is observed you will be asked to leave the classroom as well.

Sanctions:

Academic dishonesty includes plagiarism, cheating, forgery, or other acts that deceive or defraud in regard to a student's own academic work or that of others. Questions of academic dishonesty are reviewed by the Dean of the College responsible for the courses in which they occur. When necessary, cases of academic dishonesty may be referred to the Student Discipline Committee. The usual penalty for academic dishonesty is failure in the course on the first offense and expulsion from the University on the second offense.

Plagiarism:

Each student is expected to present his or her own work. All papers, examinations, and other assignments must be original or explicit acknowledgment must be given for the use of other person's ideas or language. Students must cite their sources using the publication manual of the American Psychological Association (APA) for information that is not their original thought. **A zero will be given if plagiarism is detected for the assignment. There will be no exceptions for this policy. Additionally, an assignment that exceeds the 15-20% amount of directly quoted information (word-for-word information), even though properly cited using the APA format, will receive substantial deductions. Papers that are submitted in both the undergraduate and graduate level courses should be written professionally. This can be accomplished by using the student's original thoughts and appropriately paraphrasing, using the APA format for all assignments (paper, discussion questions, exams, etc.).**

Examples of plagiarism as it might occur in term papers, research projects, and other written assignments are listed below:

Failure to use quotation marks. All works which is quoted directly from a source should be enclosed in quotation marks and followed by a proper reference giving the exact page or pages from which the quote is taken.

Failure to use the quotation marks, even if a footnote is provided, is plagiarism. Failure to document ideas: When a student uses one or more ideas from and/or paraphrases a source, he or she must give the exact page or pages from which the ideas or paraphrasing were taken.

Failure to provide an exact reference is plagiarism. False documentation: Falsing or inventing sources or page references is plagiarism.

Late Assignments:

All assignments must be submitted on schedule. The assignments need to be submitted in the appropriate week in Blackboard. The assignments need to be completed using Microsoft Office-compatible software. Assignments that are not received on the due date and without an approved extension, will receive a reduction of 20% each day for three days. After three days they will no longer be accepted for credit. Students should use proper time management to ensure assignments are submitted on the specified due date. An assignment is considered one day late if it is turned in after the 11:59 pm due date deadline.

Participation and Attendance:

Regular attendance and punctuality are expected and necessary to attain maximum success in your studies and course grade. Regular class attendance is the obligation of each student, and, due to the lecture/discussion format of the class, attendance is highly recommended. Participation points will be based on the student's overall contribution to the class through discussions and in-class exercises. Please see the instructor in the event of extenuating circumstances.

When participating in this course, it is essential that we maintain a professional demeanor that is consistent with what is expected in the corporate workplace. Disagreeing with another's opinion is fine – it's okay to "agree to disagree" – however, the professionalism of the conversation tone and manner needs to be upheld. It is my objective that you not only learn the principles presented in the class, but you learn from each other.

In-class Participation:

Sharing your personal and/or professional work experiences will enhance class sessions and is necessary for the practical skills we will apply in class. Therefore, it is highly recommended that you attend the class sessions. In-class participation cannot be earned if you are absent for the class sessions. The in-class participation grade will be based upon the individual student's in-class participation – quality and quantity of the individual participation during class sessions.

Two points will be deducted for each absence that is not excused.

Class Contingency Plan:

The class will continue to meet online through the Blackboard system in the event of a university declared emergency. It is highly advised that students familiarize themselves with the system features and functionality to assist in preparation for an occurrence of this type of situation.

Simulation Exercise:

Strategically, you need to grow sales volume and profitability "sufficiently" as a foundation in order to achieve these five criteria:

1. EPS, Earnings Per Share, Grow 7% annually.
2. ROE, Return on Shareholder Equity, 15% or more each year.
3. Stock Price, Grow 7% annually.
4. Credit Rating of B+ or higher.

5. Image Rating of 70 or higher.

The simulation software will track all of these throughout the game identifying what over-all place your team is in each week, and declare a "winner" at the end of the game. Your instructor will also provide you with a tracking report each week after each decision.

Company Annual Report:

You are required to submit an annual report of your company's operations, following the SEC's form 10-K reporting guidelines (modified for this course). While you may include as much "glossy fluff" that you want to improve the appearance of your report, you **MUST** have the following sections:

- Chairman's letter, *PLUS* the following components of the 10-K report:
- Description of Business
- Risk Factors
- Properties
- Market for Registrant's Common Equity and Related Stockholder Matters
- Selected Financial Data
- Management's Discussion and Analysis of Financial Condition and Results of Operations

Please look at the annual report of any publicly traded enterprise (with a form 10-K filing) for an example of the above components.

Additional Guidelines:

- You may use Year 18, 19, or 20 as the basis for your report.
- You must include financial data for a 3-year period (e.g. if you choose year 20 as the base year, then you would also include years 18 and 19 in your financial trend analysis.)

Company Presentation:

The company presentation is a critical analysis of the performance of your company, evaluating the implementation and execution of your strategy.

The company presentation link that appears on the Assignments menu near the top of each company co-manager's Corporate Lobby screen within the BSG simulation directs the management team to prepare a presentation that covers the following:

- Their company's performance for all decision rounds
- Their strategic vision for the company
- Performance targets for the next year or two, assuming the simulation continued on
- Their company's present strategy and how it has evolved
- Which companies they consider to be their closest competitors
- The moves they would make over the next several years to win out over their close competitors and improve their company's performance and market standing
- Lessons learned

Additional details are located within the BSG simulation.

Assignments:

Your final grade will be determined using the following points listed below with no rounding of the final average.

Points are deducted for late assignments. See Late Assignment Policy.

Assignments	Points
Exercises	300
Quizzes	260
Peer Evaluations	50
Company Annual Report	100
Company Presentation	100
Simulation Exercise	400
Faculty Judgement (consists of the Peregrine exercise score, simulation activity log, team participation, and professional conduct).	130
Total	1,340

+

Grading Scale (these are percentages)	Letter Grade
95 - 100	A
91 - 94.9	A-
87 - 90.9	B+
84 - 86.9	B
80 - 83.9	B-
77 - 79.9	C+
74 - 76.9	C
70 - 73.9	C-
67 - 69.9	D+
64 - 66.9	D
60 - 63.9	D-
0 - 59.9	F

□

NOTE: Students are required to take the Peregrine on-line examination to assess their mastery of important business principles and concepts. This exam is not intended to assess student learning in BUSN 499 only. It is intended to assess student learning in all of the courses in the business core. More information will be provided later in this course.

Changes to Syllabus:

Changes to the syllabus or assignments are sometimes necessary throughout the semester and are at the discretion of the instructor. All changes will be communicated to the students.

TENTATIVE CLASS SCHEDULE:

<u>Week</u>	<u>Activity</u>
8/27	<p>Introduction to Simulation. After you register at BSG, Look at the student manual. Complete The Scavenger Hunt Exercise. This is a tool to help you navigate through the student manual much more efficiently. Return the completed scavenger hunt by Sunday, 9/02.</p> <p>Chapter 1: What is Strategy and Why is it Important? NOTE: You should review the key points in each chapter and prepare some notes. You will likely want to use them as you study for your end of chapter quizzes.</p> <p>Once you have read the chapter, take the end of chapter quiz located under the assignments tab in the BSG simulation. The first quiz will not be available until next week.</p> <p>Practice Simulation Decision 1. Please see the team rosters at the end of this syllabus. You will need to make contact with the other members of your team prior to making your first practice simulation decision, due on Sunday night, 9/02 at 11:59 P.M.</p> <p>BSG Quiz 1 due on Sunday night, 9/02 at 11:59 PM.</p> <p>First Week of Class Exercise: Due by Sunday 9/2 at 11:59 PM</p>
9/3	<p>Chapter 2: Charting a Company's Direction: It's Vision, Mission, Objectives, and Strategy</p> <p>End of Chapter 1 Quiz. Due Sunday, 9/9 at 11:59 PM</p> <p>Practice Simulation Decision 2, due Sunday 9/9 at 11:59 PM</p> <p>Chapter 1 Exercise, due by Sunday 9/9 at 11:59 PM</p>
9/10	<p>Chapter 3: Evaluating a Company's External Environment</p> <p>End of Chapter 2 Quiz. Due Sunday, 9/16 at 11:59 PM</p> <p>Simulation Decision 1: This is your first "real" decision. The simulation software has been re-set to where we began the game. Simulation decision is due Sunday, 9/16 at 11:59 PM</p> <p>Chapter 2 Exercise. Due Sunday, 9/16 at 11:59 PM.</p>
9/17	<p>Chapter 4: Evaluating a Company's Resources and Ability to Compete Successfully</p> <p>End of Chapter 3 Quiz: Due Sunday, 9/23 at 11:59 PM</p> <p>Simulation Decision 2: Due by Sunday, 9/23 at 11:59 PM</p> <p>Chapter 3 Exercise: Due Sunday, 9/23 at 11:59 PM</p>

- 9/24 Chapter 5: The Five Generic Competitive Strategy Options: Which One to Employ?
 End of Chapter 4 Quiz: Due Sunday, 9/30 at 11:59 PM
 Simulation Decision 3: Due Sunday, 9/30 at 11:59 PM
 Chapter 4 Exercise: Due Sunday, 9/30 at 11:59 PM
- 10/1 Chapter 6: Supplementing the Chosen Competitive Strategy – Other Important Strategy Choices
 End of Chapter 5 Quiz: Due Sunday, 10/7 at 11:59 PM
 Simulation Decision 4: Due Sunday, 10/7 at 11:59 PM
 3-Year Strategic Plan: Due Sunday, 10/7 at 11:59 PM
 Mid-Game Peer Evaluation: Due Sunday, 10/7 at 11:59 PM
 Chapter 5 Exercise: Due Sunday, 10/7 at 11:59 PM
- 10/8 Chapter 7: Strategies for Competing Internationally or Globally
 End of Chapter 6 Quiz: Due Sunday, 10/14 at 11:59 PM
 Simulation Decision 5: Due Sunday, 10/14 at 11:59 PM
 Chapter 6 Exercise: Due Sunday, 10/14 at 11:59 PM
- 10/15 Chapter 8: Diversification Strategies
 End of Chapter 7 Quiz: Due Sunday, 10/21 at 11:59 PM
 Simulation Decision 6: Due Sunday, 10/21 at 11:59 PM
 Chapter 7 Exercise: Due Sunday, 10/21 at 11:59 PM
- 10/22 Chapter 9: Strategy, Ethics, and Social Responsibility
 End of Chapter 8 Quiz: Due Sunday, 10/28 at 11:59 PM
 Simulation Decision 7: Due Sunday, 10/28 at 11:59 PM
 Chapter 8 Exercise: Due Sunday, 10/28 at 11:59 PM
- 10/29 Chapter 10: Building an Organization Capable of Good Strategy Execution
 End of Chapter 9 Quiz: Due Sunday, 11/4 at 11:59 PM
 Simulation Decision 8: Due Sunday, 11/4 at 11:59 PM
 Chapter 9 Exercise: Due Sunday, 11/4 at 11:59 PM

- 3-Year Strategic Plan: Due Sunday, 11/4 at 11:59 PM
- 11/5 Chapter 11: Managing Internal Operations: Actions That Promote Good Strategy Execution
- End of Chapter 10 Quiz: Due Sunday, 11/11 at 11:59 PM
- Simulation Decision 9: Due Sunday, 11/11 at 11:59 PM
- Chapter 10 Exercise: Due Sunday, 11/11 at 11:59 PM
- 11/12 Chapter 12: Corporate Culture and Leadership – Keys to Good Strategy Execution
- End of Chapter 11 Quiz: Due Sunday, 11/18 at 11:59 PM
- Simulation Decision 10: Due Sunday, 11/18 at 11:59 PM
- Chapter 11 Exercise: Due Sunday, 11/18 at 11:59 PM
- 11/19 End of Chapter 12 Quiz: Due Sunday, 11/25 at 11:59 PM
- Chapter 12 Exercise: Due Sunday, 11/25 at 11:59 PM
- Company Annual Report: Due Sunday, 11/25 at 11:59 PM
- 11/26 I Wish I Would Have Known Exercise: Due Sunday, 12/2 at 11:59 PM
- Peregrine National Assessment
<http://www.peregrineacademics.com/ferriis>
 Your Password is FSU-1001
- Company Presentation: Due Sunday, 12/2 at 11:59 PM
- 12/3 Post-Game Peer Review: Due Friday, 12/7 at 11:59 PM
- Course Wrap Up

WEEK Beginning	CHAPTER MATERIAL	ASSIGNMENTS DUE
Week 1 8/27	Course Introduction/Syllabus Review Ch. 1: What is Strategy and Why is it Important?	<ul style="list-style-type: none"> • First Week of Class Exercise due by Sunday 8/2 @ 11:59 PM • Scavenger Hunt Exercise due by Sunday 8/2 @ 11:59 PM • Practice Simulation Decision 1 due by Sunday 8/2 @ 11:59 PM • BSG Quiz 1 due by Sunday 8/2 @ 11:59 PM
Week 2 8/3	Ch. 2: Charting a Company's Direction: It's Vision, Mission, Objectives, and Strategy	<ul style="list-style-type: none"> • Ch. 1 Quiz due by Sunday 8/8 @ 11:59 PM • Practice Simulation Decision 2 due by Sunday 8/8 @ 11:59 PM • Ch. 1 Exercise due by Sunday 8/8 @ 11:59 PM

Week 3 9/10	Ch 3: Evaluating a Company's External Environment	<ul style="list-style-type: none"> • Ch 2 Quiz due by Sunday 9/15 @ 11:59 PM • Simulation Decision 1 due by Sunday 9/16 @ 11:59 PM • Ch 2 Exercise due by Sunday 9/16 @ 11:59 PM
Week 4 9/17	Ch 4: Evaluating a Company's Resources and Ability to Compete Successfully	<ul style="list-style-type: none"> • Ch 3 Quiz due by Sunday 9/23 @ 11:59 PM • Simulation Decision 2 due by Sunday 9/23 @ 11:59 PM • Ch 3 Exercise due by Sunday 9/23 @ 11:59 PM • BSG Quiz #2 due by Sunday 9/23 @ 11:59 PM
Week 5 9/24	Ch 5: The Five Generic Competitive Strategy Options: Which One to Employ?	<ul style="list-style-type: none"> • Ch 4 Quiz due by Sunday 9/30 @ 11:59 PM • Simulation Decision 3 due by Sunday 9/30 @ 11:59 PM • Ch 4 Exercise due by Sunday 9/30 @ 11:59 PM
Week 6 10/1	Ch 6: Supplementing the Chosen Competitive Strategy - Other Important Strategy Choices	<ul style="list-style-type: none"> • Ch 5 Quiz due by Sunday 10/7 at 11:59 PM • Simulation Decision 4 due by Sunday 10/7 at 11:59 PM • 3-Year Strategic Plan due by Sunday 10/7 at 11:59 PM • Mid-Game Peer Evaluation due by Sunday 10/7 at 11:59 PM • Ch 5 Exercise due by Sunday 10/7 at 11:59 PM
Week 7 10/6	Ch 7: Strategies for Competing Internationally or Globally	<ul style="list-style-type: none"> • Ch 6 Quiz due by Sunday 10/14 at 11:59 PM • Simulation Decision 5 due by Sunday 10/14 at 11:59 PM • Ch 6 Exercise due by Sunday 10/7 at 11:59 PM
Week 8 10/15	Ch 8: Diversification Strategies	<ul style="list-style-type: none"> • Ch 7 Quiz due by Sunday 10/21 at 11:59 PM • Simulation Decision 6 due by Sunday 10/21 at 11:59 PM • Ch 7 Exercise due by Sunday 10/21 at 11:59 PM
Week 9 10/22	Ch 9: Strategy, Ethics, and Social Responsibility	<ul style="list-style-type: none"> • Ch 8 Quiz due by Sunday 10/28 at 11:59 PM • Simulation Decision 7 due by Sunday 10/28 at 11:59 PM • Ch 8 Exercise due by Sunday 10/28 at 11:59 PM
Week 10 10/29	Ch 10: Building an Organization Capable of Good Strategy Execution	<ul style="list-style-type: none"> • Ch 9 Quiz due by Sunday 11/4 at 11:59 PM • Simulation Decision 8 due by Sunday 11/4 at 11:59 PM • Ch 9 Exercise due by Sunday 11/4 at 11:59 PM • 3-Year Strategic Plan due by Sunday 11/4 at 11:59 PM
Week 11 11/5	Ch 11: Managing Internal Operations: Actions that Promote Good Strategy Execution	<ul style="list-style-type: none"> • Ch 10 Quiz due by Sunday 11/11 at 11:59 PM • Simulation Decision 9 due by Sunday 11/11 at 11:59 PM • Ch 10 Exercise due by Sunday 11/11 at 11:59 PM
Week 12 11/12	Ch 12: Corporate Culture and Leadership - Keys to Good Strategy Execution	<ul style="list-style-type: none"> • Ch 11 Quiz due by Sunday, 11/18 at 11:59 PM • Simulation Decision 10 due by Sunday 11/18 at 11:59 PM

		<ul style="list-style-type: none"> • Ch 11 Exercise due by Sunday 11/18 at 11:59 PM
Week 13 11/19		<ul style="list-style-type: none"> • Ch 12 Quiz due by Sunday, 11/25 at 11:59 PM • Ch 12 Exercise due by Sunday 11/25 at 11:59 PM • Company Annual Report due by Sunday 11/25 at 11:59 PM
Week 14 11/26		<ul style="list-style-type: none"> • Peregrine National Assessment due by Sunday 12/2 at 11:59 PM • Company Presentation due by Sunday 12/2 at 11:59 PM • I Wish I Would Have Known Exercise due by Sunday, 12/2 at 11:59 PM
Week 15 12/3		<ul style="list-style-type: none"> • Post-Game Peer Review due by Friday 12/7 at 11:59 PM • Course Wrap Up

*Schedule subject to changes as determined and deemed appropriate by the instructor.

COURSE SYLLABUS

BUSN 499 V11 **CRN 81666**
Integrating Experience
Fall, 2018
Phone: Office 231-591-2405 Cell 231-349-1392

David Steenstra, Professor
Office: 212A JRC
Office Hours: On-Line
e-mail: steend@ferris.edu

Textbook: **The Business Strategy Game. BSG – online.com**
You should **NOT** purchase a hard copy text. When you register for the simulation at BSG Online, purchase the online text as well. It's called the value pack. The cost is about \$115. Specific, detailed instructions are included at end of syllabus. **NOTE:** Students on financial aid can obtain the text and sign up for the simulation through the Ferris bookstore.

NOTE: On-Line students are required to take the Blackboard tutorial which will help prepare you for this on-line class. Here is the link:
<http://www.ferris.edu/online/prepare/>

<u>Week</u>	<u>Activity</u>
08/27	<p>The course officially begins on Monday, 08/27</p> <p>Introduction to Simulation. After you register at BSG, look at the student manual. Complete Exercise 1: The Scavenger Hunt. This is a tool to help you navigate through the student manual much more efficiently. Return the completed scavenger hunt by Sunday, 08/02.</p> <p>Chapter 1: What is Strategy and Why is it important? NOTE: You should review the key points in each chapter and prepare some notes. You will likely want to use them as you study for your chapter quizzes.</p> <p>Once you have read the chapter, take the chapter quiz located under the assignments tab in the BSG simulation. You may take this quiz up to three times if you wish. The first quiz will not be available until next week.</p> <p>Practice Simulation Decision 1. Please see the team rosters at the end of this syllabus. You will need to <u>make contact with</u> the other members of your team prior to making your first practice simulation decision, due on Sunday night, 08/01 at 11:59 P.M.</p>
09/03	<p>Chapter 2: Charting a Company's Direction: Its Vision, Mission, Objectives, and Strategy</p> <p>Exercise 2: Decision Round Evaluation. Complete the simple decision round evaluation and return it to your professor by Sunday night, 08/09.</p>

Exercise 3: Ratio Analysis. Complete the ratio analysis exercise and return it by Sunday, 09/09. This is another tool that will help you evaluate your decisions and develop strategies for improving future decisions.

Chapter quiz 1. Available 09/03, due 09/09

Practice Simulation Decision 2, due Sunday night, 09/09 at 11:59

09/10

Chapter 3: Evaluating a Company's External Environment

Chapter quiz 2. Available 09/10, due 09/16

Simulation Decision 1. This is your first "real" decision. The simulation software has been re-set to where we began the game. Simulation decision is due Sunday night, 09/16 at 11:59

Exercise 4: Mission, Vision, Values, Strategy. Complete this one page exercise as a team and return it by Sunday, 09/16.

09/17

Chapter 4: Evaluating a Company's Resources, Capabilities, and Competitiveness

Chapter quiz 3. Available 09/17, due 09/23

Simulation Decision 2, due Sunday night, 09/23, 11:59

Exercise 4 B: Components, Ratios, Benchmarks, due Sunday night, 09/23.

09/24

Chapter 5: The Five Generic Competitive Strategies

Chapter quiz 4. Available 09/24, due 09/30

Simulation Decision 3, due Sunday night, 09/30, 11:59

Exercise 5: Team Evaluation, due Sunday night, 09/30, 11:59

10/01

Chapter 6: Strengthening a Company's Competitive Position

Chapter quiz 5. Available 10/01, due 10/07

Exercise 6: Ratio Analysis. Same as the first ratio exercise. Analyze your most recent financial statements. Develop strategies for improvement.

Simulation Decision 4

Note: All simulation decisions, quizzes, and exercises are due on Sunday nights at 11:59

- 10/08 Chapter 7: Strategies for Competing in International Markets
Chapter quiz 5: Available 10/08
Simulation Decision 5
Exercise 7: Budget Forecast I
- 10/15 Chapter 8: Corporate Strategy
Chapter quiz 7: Available 10/15
Simulation Decision 6
Exercise 8: Budget Forecast II
- 10/22 Chapter 9: Ethics, Corporate Social Responsibility, Environmental Sustainability, and Strategy
Chapter quiz 8: Available 10/22
Simulation Decision 7
Exercise 9: M & A Book Value & Good Will
Exercise 10: M & A Price / Earnings
- 10/29 Chapter 10: Building an Organization Capable of Good Strategy Execution
Chapter quiz 9: Available 10/29
Simulation Decision 8
Exercise 11: M & A Market Cap
Exercise 12: M & A EBITDA

11/05	Chapter 11: Managing Internal Operations Chapter quiz 10- Available 11/05 Simulation Decision 9 Exercise 13: M & A Present Value
11/12	Chapter 12: Corporate Culture and Leadership No chapter quiz this week Simulation Decision 10 Exercise 14: Mission, Vision, Values
11/19	Peregrine Comprehensive Examination. http://www.peregrineacademics.com/ferris/ Your Password is #5U-1001
11/26	Business Analytics Exercise
12/03	Course Wrap-up
12/10	Final Exam: "Business Analytics"

Course Overview

BUSN 499 is the capstone course for students completing a bachelor program in the College of Business at Ferris State University. The prerequisites of this course are achieving a Senior class standing, and having successfully completed the Business Core. Students are expected to possess and demonstrate competence in each of these core areas: Accounting, Business Law, Financial Management, Business Information Systems, Applied Management, Quality and Operations Management, Marketing, and Statistics. This course will *integrate* the various learning outcomes presented in these core disciplines. Students are also expected to demonstrate competence in written and verbal communications, and collaboration with team members.

Successful completion of this course will require students to:

- Quickly master the simulation component of this course
- Complete all the simulation assignments, exercises, and exams
- Competently manage the simulation model
- Add value to the classroom and/or on-line discussion process
- Respectfully interface and collaborate with colleagues

Course Objectives & Learning Outcomes

By the end of this course, student competence is required in several key areas of business strategy and policy. Collectively, the written reports, and / or the simulations required for this course are intended both to develop as well as to demonstrate student's key competencies as follows:

- Analyze: Identify and analyze features of markets and industries
- Appraise: Appraise internal firm capabilities and external competitive conditions
- Develop: Develop strategic plans aligned to analysis of internal and external environments
- Reports: Prepare and present valid reports utilizing appropriate analytical tools such as Business analytics
- Collaboration: Perform effectively in time-sensitive, collaborative settings
- Commit to competing ethically in the business simulation

Assessment & Grades

Student performance on the business simulation, assignments, quizzes, and participation will form the basis of grading. There is a total of 1,000 possible points for this course.

- There are 14 application exercises. 20 points each. 280 points. **Late Papers Not Accepted.**
- There are 10 chapter quizzes. You may re-take these up to three times. The simulation software will calculate your overall score. 200 points.
- Faculty judgement consists of Peregrine exercise score, simulation activity log, team participation, and professional conduct. 120 points
- The Final Exam will build upon all of the learning aspects covered in this course. 100 points.
- The simulation exercise. 300 points. See specific details below.

NOTE: Students are required to take the Peregrine on-line examination to assess their mastery of important business principles and concepts. This exam is not intended to assess student learning in BUSN 499 only. It is intended to assess student learning in all of the courses in the business core. More information will be provided later in the course.

Simulation Decisions Grading

30% of your grade is based on the simulation. Participating in all of the decisions is part of this grade. The other part is how well your team performed based on the clear cut criteria.

Strategically, you need to grow sales volume and profitability "**sufficiently**" as a foundation in order to achieve these five criteria:

1. EPS, Earnings Per Share. Grow 7% Annually.
2. ROE, Return on Shareholder Equity. 15% or more each year.
3. Stock Price. Grow 7% annually.
4. Credit Rating of B+ or higher.
5. Image rating of 70 or higher.

The simulation software will track all of these throughout the game identifying what over-all place your team is in each week, and declare a "winner" at the end of the game. Your instructor will also provide you with a tracking report each week after each decision.

<u>Approximate Weighting</u>		<u>Grading Scale</u>					
30%	Simulation Decisions	A	95 – 100	B+	80 – 81	D+	68 – 69
25%	Quizzes	A-	90 – 94	C+	78 – 79	D	62 – 67
26%	Exercises	B+	88 – 89	C	72 – 77	D-	60 – 61
10%	Final Exam	B	82 – 87	C-	70 – 71	F	– 60
12%	Faculty Judgment						

BUSN 499 Textbook and Simulation

BUSN 499 is the senior capstone experience. This course is all about strategy, decision making, team building, and developing critical thinking skills. To register for the simulation and also to gain access to the on-line textbook, please go to bsg-online.com and follow the instruction. The textbook and simulation will cost approximately \$115. Please make your payment at the time of registration. You will be asked to provide a registration code **FIND YOUR CODE ON THE NEXT PAGE**. Once you are signed up, go ahead and start to navigate the various features of the site. Get familiar with the simulation. You can also review the student manual and begin to complete the scavenger hunt exercise.

**FSU College of Business
BUSN 499 Syllabus
Fall Semester 2018**

Course Title: *BUSN 499, Interdisciplinary Integrating Experience*

Class Sessions: BUSN 499 – VLI

Professor: Dr. David Marion, Ph.D.

Office: BUS 342

Phone: 231-591-3164

Office Hours: Online or by appointment

Office email: mariond@ferris.edu (best for all purposes!)

Textbook: Included with purchase of BSG-online

Other Required

- Course Resources:** 1) License for BSG Simulation (Can be purchased with credit card *online* or check at BSG online at approximate cost of \$114.50 for all items) **
2) *Textbook is optional* (E-text comes with [simulation](#))**

**Information is posted in Blackboard (price subject to latest notice)

Excel Sheets for Financial Data

NOTE: Instructor reserves the right to alter the grading scale to aid all students if required. This will not occur on an individual basis.

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) 1. Analyze: Identify and analyze features of markets and industries.
- 2) 2. Appraise: Appraise internal firm capabilities and external competitive conditions.
- 3) 3. Develop: Develop strategic plans aligned to analysis of internal and external environments.
- 4) 4. Reports: Prepare and present valid reports utilizing appropriate analytical tools such as business analytics
- 5) 5. Collaboration: Perform effectively in time-sensitive, collaborative settings.
- 6) 6. Compete ethically in the business simulation exercise

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, report writing, and oral presentations, this course will afford students an opportunity to improve their management 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 rather, it is derived from 'core' courses and other courses required for the main business degrees. 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
- PC Office Systems Utilization
- Effective Collaboration
- Marketing & Sales
- Finance & Accounting
- Managerial Practices
- Business Law
- Analysis & Decision Making
- Structured Problem Solving
- Operations

Class Prerequisites:

In addition to those prerequisite courses listed below, students must have *Senior Standing* to enroll in this course.

- ACCT 201 (Financial Accounting)
- BLAW 321 (Contracts & Sales) or BLAW 301
- MGMT 301 (Applied Management)
- MKTG 321 (Principles of Marketing)
- ACCT 202 (Managerial Accounting)
- FINC 322 (Financial Management)
- MGMT 370 (Quality/Operations Mgt)
- STQM 260 (Introduction to Statistics)

Course Requirements:

1) Weekly Quizzes

Housed within BSG Online are chapter quizzes, there are 12 and you have an hour per attempt, 3 attempts per quiz, keep the highest score, but they must be completed by the **DUE DATE!** No exceptions will be made!

2) BSG Simulations

There will be two practice simulation rounds (completed weekly as a team or in a class period depending upon the class timing) NOTE: we may have more practice rounds. After the practice, there can be up to 10 actual rounds of competition. The number of rounds completed will be based upon the speed of the class section as online sections are locked to at least 10 total including practice rounds, but live classes may have more.

3) Financial Overview

At the end of each competitive round financial result will be recorded and a final summary including Excel charts of each financial measure will be delivered by each team. A brief summary of at least one page will be written up by each team explaining their performance via these ratios gathered during the simulation.

4) An opening **Team Exercise** will involve filling in the blanks to help students learn to navigate the included help menus in the simulation. This will be due at the end of the first week and only one per team is required.

5) **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, etc.

6) **Active Class Participation** is required to enrich discussion and to demonstrate personal understanding of course subject matter. Participation includes; available to your team, 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. . . If you are not involved in the simulation in a class and just sit by, your grade may suffer for the simulation.

Attendance Policy:

This course is being delivered all online. Participation is up to the individual. I will however be able to track the time spent in the simulation and I will receive feedback from team members on each person's participation. Those who do not attend the live portion and participate in the simulation risk having their grades reduced.

Peer Evaluation

Each student must submit a peer evaluation on the members of his/her team. The student must also evaluate his/her individual performance as a team member. Students will simply fill out the evaluation within the final week of the class within the BSG online environment.

Grading:

Student performance on the business simulations, quizzes, and team participation will form the basis of grading. Key success factors considered by the instructor will include; scholastic integrity, business ethic, comprehensiveness, analytical depth and accuracy, BSG simulation performance, simulation learning, 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:

BSG Simulation – Team Grade x Individual Performance

Team Exercise

Final Write Up

Class Participation

(breakdown listed below)*

*Simulation – 40%

*Quizzes (12) -35%

*Exercise – 5%

*Ratios – 20%

Multiplier to Simulation

Course Grading Scale: % is converted to a point system.

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	<60	

There may be one opportunity for Extra Credit in the form of an exam. This shall be presented to each class at a later date.

Principles of Microeconomics

ECON 222-003: 3:00-4:15, MW, BUS 312, 3 credits

Fall 2018

Instructor: Dr. Mark Brandly

Office: BUS 370

Phone: 391-2433

Email: brandlym@ferris.edu

Office hours: Monday and Wednesday 2:00-3:00pm and Tuesday 2:00-4:00

I have a Ph.D. in economics from Auburn University, specializing in public economics, international economics, industrial organization, and energy and resource economics. I have been teaching at Ferris State University since 2003 and I have also taught economics at Ball State University, Taylor University, and Auburn University.

Some of the topics in this class focus on the issue of economic freedom. We will consider arguments in favor of freedom and private property and arguments in favor of government intervention and aggression against private property. For the record, I agree with arguments that conclude that economic freedom is superior to government aggression. Government intervention and aggression is immoral and economically destructive. Your grade will not be affected by whether or not you agree with me on this issue.

Course Description

This course is a three-credit introductory survey of the field of microeconomics. The course analyzes how monetary prices are determined in a market economy and how different institutional settings affect market situations. The course is designed to help you understand a broad spectrum of issues which you will face in your personal, family, and business activities.

Here is the Ferris State University catalog description of this course: Markets and equilibrium price formation. The theory of consumer demand, price elasticity of demand, productivity and the firm's costs of production. Market structure, price and output determination. Market structure, resource allocation, and economic efficiency. Resource demand, supply and pricing. The functional distribution of income.

Prerequisite: ECON 221. Students should note that algebra and graphical techniques are used to develop some of the concepts in the course. (E.g., present value, price elasticity.)

Course Objectives

To give the students an opportunity to gain an understanding of

1. how a free market economy would operate (e.g., how resources would be allocated and how markets would react to changes in consumer preferences, technology, and the availability of resources).
2. how government intervention (e.g., price controls and taxes) affects market prices and resource allocation.

3. economic arguments in favor of government intervention.
4. the economic analysis of political decision making.
5. the economic view of production costs.
6. firms' economic decisions in various market structures (e.g., purely competitive markets, monopolistic markets, oligopolistic markets, and monopolistically competitive markets).

Here are the Ferris State University outcomes for this course:

1. The student will be able to apply the supply and demand model using the tool of elasticity.
2. The student will be able to apply the theory of consumer choice.
3. The student will be able to use cost theory to distinguish between the various types of a firm's costs.
4. The student will be able to apply the principle of profit maximization to determine the firm's output and price decision.
5. The student will be able to distinguish the characteristics of various market structures and their major implications on the firm's price and output decision.

Readings

The following textbook is required for this course: Gwartney, Stroup, Sobel, and Macpherson, *Microeconomics: Private and Public Choice*, 16th edition (I have previously used the 13th edition of this textbook and you would lose very little using this older edition.)

In addition, students may be required to read readings from other sources. It is important to do the required readings before the class periods. Class time is structured assuming that the students have read the assigned readings.

Course Requirements

Blackboard: Class information is available online in the Blackboard system and additional information will be provided throughout the semester. As this this is a web enhanced course, a significant portion of the coursework will be in Blackboard.

Attendance: Regular class attendance and punctuality is necessary in order to keep up with the course work. Students are responsible for any material covered in class. Absences do not excuse you from the work covered on that day. In order to receive any handouts, the student needs to be in class. If you are going to miss class, I recommend that you arrange to get class notes and a copy of any handouts from another student.

Valid excuses for missing a class include, but are not limited to 1. Ferris State University approved events, 2. a doctor's orders (the doctor orders you not to go to class), and 3. a court order.

Excuses for missing class that are not valid include, but are not limited to: 1. car problems, 2. alarm clock problems (i.e., you slept through my class), 3. going to or returning from home or vacation, 4. "it's cold outside," and 5. work requirements.

Grading

Exams: There will be four examinations during the semester. The exam questions will focus on understanding the concepts and applying the theory taught in the course. Exams will cover the lectures and the assigned readings. Bring a #2 pencil to every exam. You may use a calculator whose memory and programming are cleared. Calculator sharing during exams is not allowed. Cell phones are not allowed. During exams, there may be assigned seating.

Regarding excused absences, you must notify the instructor about a missed exam ahead of time. If you are going to miss an exam with a valid excuse, you may take the exam only if you arrange to take the exam before the rest of the class takes the exam. If such arrangements cannot be made, then if arrangements can be made for you to take the exam after the rest of the class you may do so, but there will be a 15% penalty for taking the exam late. You may not take any exam after the exam results have been returned to the class.

In addition to the four exams, towards the end of the semester, you will have the opportunity to take a make-up exam. This exam covers the material on the first three exams. You may take this exam to replace your score on any of the first three exams. You may replace a previous exam score or you may replace an exam that you missed for any reason.

Each class is scheduled to take the final exam at a particular time. According to Ferris State University policy, if you have three final exams in one day and your ECON 222 exam is the middle exam of the day, then you may reschedule your ECON 222 exam for another day. Such a request to reschedule a final exam must be made no later than two weeks prior to the exam date. Otherwise, you should take the final exam when it's scheduled. If you want to reschedule your final exam for any other reason, you may, but it will cost you 200 points.

If there are contentions about any score on an exam please talk to me within five business days after the material is handed back to the class. In addition, after five business days, I may dispose of any exam information that is still in my possession. I recommend that you keep all of the documents regarding your scores. You may need this information at the end of the semester.

Quizzes: We will begin most weeks with a short (10 minutes) quiz that covers the material discussed in class the previous week. Each quiz will be worth 100 points. Your top eight quizzes will count towards your final letter grade. If you are in class to take every quiz, your ninth highest quiz score will count as extra credit points towards your final letter grade.

Your letter grade will be no lower than that indicated by the following scale:

A \geq 91% > A- \geq 89% > B+ \geq 87% \geq B \geq 82% > B- \geq 80% > C+ \geq 78% > C \geq 73% > C- \geq 71% > D \geq 63% > F

Students are responsible for keeping track of their scores. If you are not in class to receive your grade information, you have one week to pick up this information from the instructor's office. If at the end of the semester you have received all of your test grades within this time period, you will earn 30 extra credit points.

I have noticed that grade appeals tend to be need based (e.g., "I need a B in order to keep my scholarship" or "I need C in order to graduate") or for other inappropriate reasons (e.g., "I've never failed a class before" or my favorite "I don't do well on exams.") For the record, the grades in this course are performance based. The points you earn determine your grade in the class.

Honesty Policy: Ferris State University expects students to pursue their academic work with honesty and integrity. Any student caught cheating will receive a zero for that assignment and/or an F in the class.

Disability Statement: Ferris State University is committed to following the requirements of the Americans with Disabilities Act Amendments Act and Section 504 of the Rehabilitation Act. If you are a student with a disability or think you may have a disability, contact the Disabilities Services office at 231.591.3057 (voice), or email ocds@ferris.edu to discuss your request further. More information can be found on the web at <http://www.ferris.edu/htmls/colleges/university/disability/>. Any student registered with Disabilities Services should contact the instructor as soon as possible for assistance with classroom accommodations.

Student Assessment: At the end of the course, you will be invited to participate in a University evaluation of this course. Your feedback is important to me as an instructor. I encourage you to participate in the evaluation process.

Course Schedule

Topic	Readings from Gwartney, Stroup, Sobel, and Macpherson, 16th edition	Additional Readings
The Economic Approach	Ch. 1 and pp.19-32	
Supply, Demand, and the Market Process	Ch. 3 and pp.69-70,133-136,146-147,236-239,261-264	"Equilibrium Changes"
Consumer Choice and Elasticity	Ch. 7 and pp.46-47,55-56,186-187,238,246-247	
Exam 1	1000 points	
Price controls	Ch. 4 (only pp.68-77)	
The Economics of Taxation	Ch. 4 (only pp. 78-91)	

Difficult Cases for the Market, and the Role of Government	Ch.5 and p.27	"Negative Externality" "Positive Externality" "What is the Coase Theorem?" "Coase Theorem" (this is an optional reading ¹)
Exam 2	1000 points	
The Economics of Political Action	Ch.6	Brandly, "How to Win an Election" Shughart, "Public Choice" (optional reading) Bohannon and Van Cott, "Now More Than Ever, Your Vote Doesn't Matter" (optional reading) "Voting Paradox"
Gaining from International Trade	Ch.16 and pp.33-34	Brandly, "A Primer on Trade"
Costs and the Supply of Goods	Ch.8, and pp.240-242	
Exam 3	1000 points	
Price Takers and the Competitive Process	Ch.9	"Economic Efficiency" "Allocative Efficiency" "Productive Efficiency" "X inefficiency" "Efficiency of Perfect Competition"
Price-Searcher Markets with Low Entry Barriers	Ch.10	
Price-Searcher Markets with High Entry Barriers	Ch.11	"Diagram of Monopoly" "Oligopoly-Game Theory" (optional reading) "Dominant Strategy" "The Concentration Ratio and the Herfindahl Index"
Exam 4 (during finals week)	1000 points	

I reserve the right to [make adjustments](#) in this syllabus whenever I judge that the adjusted syllabus will better serve the overall learning needs of the class.

¹ The term optional reading refers to readings that I will thoroughly cover in class. If you understand my explanation of the topic in class, then it may not be necessary to read the article.

Principles of Macroeconomics

ECON 221-002: 10:00-10:50, MWF, BUS 316, 3 credits

ECON 221-004: 11:00-11:50, MWF, BUS 316, 3 credits

ECON 221-005: 1:00-1:50, MWF, BUS 316, 3 credits

Fall 2018

Instructor: Dr. Mark Brandly

Office: BUS 370

Phone: 591-2433

Email: brandlym@ferris.edu

Office hours: Monday and Wednesday 2:00-3:00pm and Tuesday 2:00-4:00

I have a Ph.D. in economics from Auburn University, specializing in public economics, international economics, industrial organization, and energy and resource economics. I have been teaching at Ferris State University since 2003 and I have also taught economics at Ball State University, Taylor University, and Auburn University. I am too old for social media and too young for Social Security.

Some of the topics in this class focus on the issue of economic freedom. We will consider arguments in favor of freedom and private property and arguments in favor of government aggression against private property. For the record, I agree with arguments that conclude that economic freedom is superior to government aggression. Government aggression is immoral and economically destructive. Your grade will not be affected by whether or not you agree with me on this issue.

Course Description

This course is a three credit introductory survey of the field of macroeconomics. Macroeconomics is the study of the overall economy and deals with issues such as unemployment, inflation, economic growth, and business cycles.

Here is the Ferris State University catalog description of this course: Scope and meaning of economic principles basic to a free market economy. Equilibrium price formation and the efficiency of resource allocation in a market economy. National income accounting; determination of equilibrium national income, recession, and expansion. Government policy toward economic fluctuation; unemployment and inflation. The role of money and banking in recession and inflation.

Prerequisite: MATH 110 or proficiency. Students should note that algebra (e.g., calculating real GDP or the Keynesian spending multiplier) and graphical techniques are used to develop some of the concepts in the course.

Course Objectives

To give students an opportunity to gain an understanding of

1. basic economic statistics and how those statistics are calculated.
2. how resources are allocated in a free society (the term "free society" refers to economic freedom).
3. competing theories on the cause of and policy effects of inflation, unemployment, and economic growth.
4. a set of theories (Keynesian theory) that favor government intervention and central planning and oppose economic freedom.
5. introductory monetary theory.
6. the U.S. government's fiscal and monetary policies and the institutions that implement those policies.

Here are the Ferris State University outcomes for this course:

1. Distinguish the concepts of economic allocation, possibility, efficiency, and growth
2. Apply the Supply & Demand model to determine market equilibrium and changes in equilibrium
3. Identify the major components of the economy's circular flow model
4. Identify the meaning, measurement, and causes of unemployment and inflation
5. Distinguish the major types of economic stabilization policies

Readings

The following textbook is required for this course: Gwartney, Stroup, Sobel, and Macpherson, *Macroeconomics: Private and Public Choice*, 16e. (I have previously used the 14th edition of this textbook and you would lose very little using this older edition.)

A secondary text, Murray Rothbard's *What Has Government Done to Our Money?* is available for free online.

In addition, students may be required to read readings from other sources. It is important do the required readings before the class periods. Class time is structured assuming that the students have read the assigned readings.

Course Requirements

Blackboard: Class information will be available online in the Blackboard system.

Attendance: Regular class attendance and punctuality is necessary in order to keep up with the course work. Students are responsible for any material covered in class. Absences do not excuse you from the

work covered on that day. In order to receive any handouts, the student needs to be in class. If you are going to miss class, I recommend that you arrange to get class notes and a copy of any handouts from another student.

Valid excuses for missing a class include, but are not limited to 1. Ferris State University approved events, 2. a doctor's orders (the doctor orders you not to go to class), and 3. a court order.

Excuses for missing class that are not valid include, but are not limited to: 1. car problems, 2. alarm clock problems (i.e., you slept through my class), 3. going to or returning from home or vacation, 4. "It's cold outside," and 5. work requirements.

Grading

Exams: There will be six examinations during the semester. The exam questions will focus on understanding the concepts and applying the theory taught in the course. Exams will cover the lectures and the assigned readings. Bring a #2 pencil to every exam. You may use a calculator whose memory and programming are cleared. Calculator sharing during exams is not allowed. Cell phones are not allowed. During exams, there may be assigned seating.

Regarding excused absences, you must notify the instructor about a missed exam ahead of time. If you are going to miss an exam with a valid excuse, you may take the exam only if you arrange to take the exam before the rest of the class takes the exam. If such arrangements cannot be made, then you will not be allowed to take the exam.

Towards the end of the semester, you will have the opportunity to take a make-up exam. This exam covers the material on the first five exams. You may take this exam to replace your score on any of the first five exams. You may replace a previous exam score or you may replace an exam that you missed for any reason.

Each class is scheduled to take Exam 6, the final exam, at a particular time. According to Ferris State University policy, if you have three final exams in one day and your ECON 221 exam is the middle exam of the day, then you may reschedule your ECON 221 exam for another day. Such a request to reschedule a final exam must be made no later than two weeks prior to the exam date. Otherwise, you should take the final exam when it's scheduled. If you want to reschedule your final exam for any other reason, you may, but it will cost you 300 points.

If there are contentions about any score on any exam please talk to me within one week after the material is handed back to the class. In addition, after one week, I may dispose of any exam information that is still in my possession. I recommend that you keep all of the documents regarding your exam scores. You may need this information at the end of the semester.

Students are responsible for keeping track of their scores. If you are not in class to receive your grade information, you have one week to pick up this information from the instructor's office. If at the end of the semester you have received all of your test grades within this time period, you will earn 30 extra credit points.

I have noticed that grade appeals tend to be need based (e.g., "I need a B in order to keep my scholarship" or "I need C in order to graduate") or for other inappropriate reasons (e.g., "I've never failed a class before" or my favorite "I don't do well on exams.") For the record, the grades in this course are performance based. Your performance on the exams and assignments determines your grade in the class.

Your letter grade will be no lower than that indicated by the following scale:

A \geq 91% > A- \geq 89% > B+ \geq 87% > B \geq 82 > B- \geq 80% > C+ \geq 78% > C \geq 73% > C- \geq 71% > D \geq 63% > F

Honesty Policy: Ferris State University expects students to pursue their academic work with honesty and integrity (see the syllabus attachment for details). Any student caught cheating will receive a zero for that assignment and/or an F in the class.

Disability Statement: Ferris State University is committed to following the requirements of the Americans with Disabilities Act Amendments Act and Section 504 of the Rehabilitation Act. If you are a student with a disability or think you may have a disability, contact the Disabilities Services office at 231.591.3057 (voice), or email eds@ferris.edu to discuss your request further. More information can be found on the web at <http://www.ferris.edu/htmls/colleges/university/disability/>. Any student registered with Disabilities Services should contact the instructor as soon as possible for assistance with classroom accommodations.

Student Assessment

At the end of the course, you will be invited to participate in a University evaluation of this course. Your feedback is important to me as an instructor. I encourage you to participate in the evaluation process.

Course Schedule

Topic	Readings from <u>Gwartny, Stroup, Sobel, Macpherson</u>	Additional readings
The Economic Approach	Ch. 1	
Some Tools of the Economist	Ch. 2 (including the addendum) and p.322-328	
Exam 1	1000 points	
Taking the Nation's Economic Pulse	Ch. 7	
Economic Fluctuations, Unemployment, and Inflation	Ch. 8	"Consumer Price Index, Frequently Asked Questions" Brandy, "How Big is Bush's Big Government?" Brandy, "Don't Believe Those Inflation Numbers"

* This article is available at <http://www.bls.gov/cpi/cpiinfo.htm>. In particular, see questions #1,7,8.

The Federal Budget and the National Debt	Special Topics 1,2	Debt to the Penny and Who Holds It Brandly, "The Social Security Scam"
Exam 2	1000 points	
Demand, Supply, and the Market Process	Ch.3 and p.69-77	Rothbard, "How and How Not to Desocialize"
Exam 3	1000 points	
An Introduction to Basic Macroeconomic Markets	Ch.9	
Dynamic Change, Economic Fluctuations, and the AD-AS Model	Ch.10	
Exam 4	1000 points	
Fiscal Policy: The Keynesian View and the Historical Development of Macroeconomics	Ch.16 (only pp.328-337), ch.11, ch.12, and 302-306, and Special Topic 4 (pp.439-444)	"Fear the Boom and Bust" video
Exam 5	1000 points	
What Has Government Done to Our Money?		Rothbard, What Has Government Done to Our Money? (Read sections I-III)
Money and the Banking System	Ch.13	The Structure of the Federal Reserve System
Modern Macroeconomics and Monetary Policy	Ch.14	
Exam 6 (during finals week)	1500 points	

I reserve the right to make adjustments in this syllabus whenever I judge that the adjusted syllabus will better serve the overall learning needs of the class.

ECONOMICS 221

Principles of Macroeconomics
Fall Semester 2018

Section 009: Tuesday & Thursday 12-1:15pm in BUS 205

Section 010: Tuesday & Thursday 9:30am-10:45am in BUS 206

Section 011: Tuesday & Thursday 1:30-2:45pm in BUS 208

Instructor: Alexander C. Cartwright **Email:** cartwra2@ferris.edu

Office Location: Business 337

Office Hours for Students: Wednesdays from 10am-2pm & by appointment.

Prerequisites: MATH 110 or proficiency. Students should note that algebra (e.g., calculating real GDP or the Keynesian spending multiplier) and graphical techniques are used to develop some of the concepts in the course.

Required Materials:

(1) McCannell, Bruce, Flynn, *Macroeconomics* 21st Edition, McGraw Hill

- You must also have access to McGraw Hill's 'CONNECT' program (included with this book when purchased at the campus bookstore). Students in my previous classes have found the CONNECT program to be very useful for their learning.
- Additional readings and classroom materials will be distributed through Blackboard.

Course Description: Macroeconomics is the study of the aggregate economy. This course will introduce you to the most important tools economists use to understand how production, consumptions, and exchange constitute an orderly market. The combination of these tools constitutes the 'economic way of thinking,' which will be required in many of your future courses. After practicing the economic way of thinking, we will use it to study macroeconomic concepts like GDP, inflation, and price indices. Ultimately you will develop an understanding of macroeconomic phenomena like unemployment, business cycles, and government responses to these phenomena.

Course Learning Outcomes:

1. Students will be able to Apply the theory of market process to explain and predict market prices given changes in supply and demand conditions.
2. Students will be able to apply macroeconomic models to explain and predict productivity, price level, and employment at the national level.
3. Students will be able to use economic growth theory to explain the role of technology, capital and institutional factors in the varying levels of economic growth.
4. Students will be able to use macroeconomic models to evaluate monetary and fiscal economic stabilization policies.

Course Format: In order to help you master these outcomes, I will lecture for 60-80% of each class period. During my lectures I will outline the learning objectives for each textbook chapter and explain how I will assess your learning on those outcomes. I will approach my lecture assuming that you have read the textbook before class. I will devote some time to explaining concepts, terms, and ideas, so that we all have a solid foundation of economic knowledge on a certain topic. However, I will spend significant time demonstrating how to use economic models to aid your critical thinking: how to use supply & demand to deduce solutions to problems, analyze the impacts of different variables (perhaps an increase in income) on a situation and formulate hypothesis & predictions based on economic reasoning. In attempt to promote creative thinking, I will always explain why I think learning economic concepts and models are important. I will show you how different models can be converted and adapted to different situations. By demonstrating how to adapt the theories and concepts in this class to different situations, I hope you will feel inspired and empowered to use the economic way of thinking as a tool in your own work and life.

Note: sometimes during lectures, I will cover concepts and ideas not necessarily covered in depth (or at all) in the textbook. If I cover it in class, then you should assume it is important and likely to appear on the exam.

During the remaining class time (that time that does not include lecture) we will review H.W. problems, or work on practice problems either as a class or in groups.

Grading: Your grade in this course is based on fourteen online reading quizzes (15%) three in class examinations (25% each; I will drop your lowest exam score) a comprehensive final exam (30%) and in-class activities (5%).

Reading Quizzes: While reading each chapter you will have have the opportunity to answer questions via the McGraw-Hill "LearnSmart" program. If you miss a question, the program will ask you a similar question on the same topic allowing you to attempt to master that concept again. Since the program will ask you additional questions when you answer incorrectly, ideally you will spend time in the book until you get 100% on these quizzes. The only way to not get 100% is to stop attempting the questions you missed. Reading quizzes for each chapter are due before class on the days we begin the corresponding chapter.

Examinations: There will be three in class exams. The exams will be administered at the beginning of class, and you may use the entire class period to complete the exam. Cell phone calculators may not be used on exams and no calculators may be shared. Please bring a No. 2 pencil to class on exam days.

Just as I will provide you with feedback on all assignments, I am requesting your feedback on the assignments I give to you. At the end of each exam, I will attach a sheet containing the following question: "Nota Bene: If you are concerned about one of the questions on this test, either because the question was unclear (i.e. ambiguous

wording, correct answer not listed, typos) or unfair, please write an explanation below and I will take your position into full consideration when grading." You can use this space to write out a clear explanation of your concerns with any question(s).

Questions are often subject to multiple interpretations and/or are generally ambiguous. When there is widespread confusion and/or difficulty with a question, I will consider dropping it from the test depending on the circumstances.

I understand that life often presents us with unexpected challenges and sometimes those challenges impact your academic performance on test days. Furthermore, I would like to reward those who put in an effort to improve their grades. Thus, at the end of the semester, I will drop your lowest test score. However, this policy only applies to the in class examinations; I will not drop your final exam score.

Because the lowest test score will be dropped, some students choose to skip one test. While choosing to skip one test is your prerogative, I strongly advise against it. Often when students decide to skip one test, they neglect to study and learn the material on that test; often this adversely impacts their final exam scores.

Homework & Extra Credit: The best way to improve your ability to use the economic way of thinking is to practice; to that end there will be regular homework assignments. You will note that there is no formal H.W. grade in this class. Each of the homework assignments is optional. However, completing the homework assignments provides practice that is essential to scoring well on each of the exams. All correct answers on HW questions will count as bonus points on the next exam.

Homework will be administered via McGraw-Hill Connect, and the system will show you how many bonus points each problem is worth. Typically, I will provide the opportunity to earn around 15 points on H.W. problems, and I will award up to 10 bonus points on that day's test. Hence, you do not have to answer every H.W. question correctly in order to receive the maximum 10 bonus points on your test.

H.W. points earned on your lowest exam score will be dropped along with that exam.

In-Class Actives: Occasionally, I will hand out a set of practice problems for you to work on during class. Sometimes you will be asked to work on these problems individually and sometimes in groups. Typically, I will ask either you or your group to present a solution and explanation of that problem to the class. Because mastering the economic way of thinking and succeeding in this course will require you to not only be able to identify the correct answer, but also use the economic way of thinking to aid your own critical thinking process, your grade on these activities will be based on both the quality of your answer and clarity of your explanation to the class. You (or in some cases your group) will be scored on a 0-5 point rubric found on Blackboard.

Participation: There is no formal grade for participation in this course, but those who consistently make positive contributions to the class discussion, are eligible for 5% boost to their final grade. In order to hold you accountable for taking advantage of all the learning opportunities in this syllabus and ensure that all students receive the same learning opportunities, I will not assign any extra credit at a student's request.

Occasionally, there will be opportunities to learn economics outside of class. Sometimes myself, another faculty member, or a guest speaker will deliver a lecture on an economics topic. I will announce the date and time of these events outside of class, and if you choose to attend, you may write a summary of what you learned that will count toward your participation grade. There is a 0-5 point rubric on Blackboard I will use to evaluate this assignment.

Midterm Grade: You will note that because midterm grades are Due on March 5, your midterm grade will include quizzes, H.W., surveys, class work, and the exam(s) completed up to that date (even if this exam ends up being your lowest score and hence not counting toward your final grade).

Attendance: Attending class is an essential part of learning economics this semester. Attendance is required for this class.

With the exception of documented medical or family emergencies and documented Ferris State university events, I will not accept late work or offer make up assignments.

By dropping your lowest exam score you are able to miss class without adversely impacting your grade if a conflict arises. If you need to miss more than two exams and have an excused absence, please see me about scheduling a time to make-up the assignment. Students should email me immediately in the event of an emergency. Please note that if a student misses an exam without my formal acknowledgement, I will assign a "0" for that grade.

There will be **NO MAKE-UP EXAMS** unless a valid excuse is presented **BEFORE** the exam. Please do not wait to the last minute to arrange time to make-up the exam.

Grading Scale:

A > 93%	B+ = 87-89%	C+ = 77-79%	D = 59-69%
A- = 89-93%	B = 83-87%	C = 73-77%	F < 59%
	B- = 79-83%	C- = 69-73%	

So that you can check your grades at any time, grades on individual assignments will be posted on Blackboard throughout the semester. It is safe to assume that if a grade has not been posted to Blackboard, I have not yet graded the assignment.

Academic Honesty: Ferris State University has an academic honesty policy. You are expected to be familiar with the University's academic integrity standards. Lying, cheating, plagiarism, or attempts to do any of those will not be tolerated in this class. I will report all potential violations of academic integrity to the appropriate University authority. Please see the syllabus attachment for more information.

Communication: Occasionally, I may need to communicate with students regarding class activities and assignments. All class communications will be via [your university](#) email account. Please make a habit of checking your university email account regularly.

Cell Phone & Electronics Policy: You may use a laptop or other electronic device to take notes or augment your learning during class if you choose. However, if your electronic device is interrupting the class and adversely impacting the learning environment of your classmates, I will ask you to turn the device off. I ask that you please refrain from using your cell phone during class. If you need to use your cell phone during class for an urgent matter, please step outside of the classroom so that you don't disrupt others.

Inclusivity Statement: Ferris State University is committed to creating inclusive learning environments in which people of all backgrounds are encouraged to contribute. As it is important to honor our difference based on race, sex, religion, sexual orientation, national origin, and socioeconomic status, this course also affirms and respects participants whose gender identity and expression may be situated beyond the male-female binary. We may share our preferred pronouns and names through e-mail, class name tents, and/or personal introductions. These preferences will be recognized throughout the semester, and any confidentiality related to such requests will be honored.

Disability Statement: Ferris State University is committed to following the requirements of the Americans with Disabilities Act Amendments Act and Section 504 of the Rehabilitation Act. If you are a student with a disability or think you may have a disability, contact the Disabilities Services office at 231.591.3057 (voice), or email ecds@ferris.edu to discuss your request further. More information can be found on the web at <http://www.ferris.edu/htmls/colleges/university/disability/>. Any student registered with Disabilities Services should contact the instructor as soon as possible for assistance with classroom accommodations.

Please see the attached College of Business Syllabus Addendum for additional Ferris State University College of Business policies and information.

TENTATIVE COURSE SCHEDULE

This is a general outline of when we will be addressing particular topics. I reserve the right to change this schedule and these assignments should it better serve the learning objectives of the class.

Because you will complete the LearnSmart reading quizzes before each class, class time is structured assuming that the students have read the assigned readings.

Course Outline:

Class Date	Reading Assignment	Notes
T 8/28	Ch. 1	Introduction to the Economic Way of Thinking
R 9/30	Ch. 1	
T 9/4	Ch. 2	The Market System
R 9/6	Ch. 2	
T 9/11	Ch. 3	Demand, Supply & Equilibrium
R 9/13	Ch. 3	
T 9/18	Ch. 3	
R 9/20	Test 1	
T 9/25	Ch. 20	Comparative Advantage & International Trade
R 9/27	Ch. 20	
T 10/2	Ch. 6	Introduction to Macro
R 10/4	Ch. 7	
T 10/9	Ch. 7	
R 10/11	Ch. 8	Growth
T 10/16	Ch. 8	
R 10/18	Test 2	
T 10/23	Ch. 9	Business Cycles, Unemployment, Inflation
R 10/25	Ch. 9	
T 10/30	Ch. 10	Basic Macroeconomic Relationships
R 11/1	Ch. 12	
T 11/6	Ch. 12	
R 11/8	Ch. 13	Fiscal Policy, Deficits, and Debt
T 11/13	Ch. 13	
R 11/15	Test 3	
T 11/20	Ch. 14	Money & Banking
T 11/27	Ch. 15	Money Creation
R 11/29	Ch. 16	Interest Rates & Monetary Policy

T 12/4	Ch. 16	
R 12/6	Review & Simulation Activity	

FINAL EXAM- see university exam schedule

Tips, Strategies, and Resources for Succeeding in Economics Classes

1. Attend Class: While you are required to read the book before class, remember that reading the book will only provide you with foundational knowledge: definitions, facts, and big ideas. In class we will review some foundational knowledge, but will focus on developing critical thinking skills and using economic models to aid our critical thinking. In class you will also have the opportunity to work in groups to solve practice problems and present solutions to the class. You need to attend class in order to take advantage of all these opportunities.

2. Draw Graphs: Economists love drawing graphs; there are graphs on almost every page of our textbook. These graphs are illustrations of economic models. I hope that you will view them as tools that will help you solve problems. While many of the graphs look simple (only 2 straight lines for example) the theories behind the shapes of the graphs and the situations that permit you to modify the graphs, can be more complex. I recommend that you practice drawing every graph we go over in class. Every time I draw a graph on the board, I recommend you draw the same graph in your notes.

3. Complete all H.W.: This is an opportunity to practice the economic way of thinking, boost your test score, and practice studying outside of class. I've found that students, who complete H.W. assignments, even if they don't answer the questions correctly, do better on exams and receive higher grades.

4. Make Outlines of the Chapter: When reading each chapter, I recommend you make an outline. I would include things like definitions, graphs, and relevant facts. Most importantly, I recommend that you write a 'secret sentence' for each section in the book. By 'secret sentence,' I mean that sentence which best explains the key idea or concept behind each section in the chapter.

5. Use the class Surveys: Taking time to write thoughtful, high-quality responses to the surveys will force you to reflect on your strengths and weaknesses. That reflection can help you form an effective study plan moving forward and sharing that information with me will help me tailor class time to topics that will help you most.

6. Visit my Office Hours: The hours listed on the syllabus are office hours for students. I'm writing this to emphasize that office hours are time I have set aside to help you. By stopping by, you will not be bothering me or interrupting me. I'm glad to review topics and questions from any part of the course during office hours. I'm also happy to chat about economics in general! ☺

7. Send me an E-mail: Don't hesitate to write me an email about your question or concern. I ask that you email me a question that is specific enough to be answered via email. For example, "how do I do number 3?" is too broad to answer effectively via email. You should also make a habit of writing emails in a professional manner: include a salutation, proper grammar, etc., Finally, if you choose to send an email during the late night, please do not expect me to respond immediately or even in the early morning. For example, if you email me a question at midnight about a test at 9:30am the next day, it will be hard for me to get back to you before class.

8. Form a Study Group: Everyone has different strengths and weaknesses, so take advantage of that by forming a study group where group member's strengths complement each other.

9. Find a tutor: Ferris offers zero price tutoring on any subject students request. If you want to receive regular help in this class, I highly encourage you to stop by, call or email the tutoring center to set up receiving economics help
<https://ferris.edu/HTML5/colleges/university/ASC/tutoring.htm>

10. Attend optional class study sessions: Occasionally I will host evening study sessions before tests and the final exam. I encourage you to attend these!

If you want to learn more about economics ideas and careers in economics, I've created lists of books, blogs, websites, internship & seminar opportunities that you might like: <https://www.alexandercartwright.com/student-resources>

SYLLABUS – Financial Management I

FINC 322 – FALL 2018

PROFESSOR: Jeff Bacigalupi

EMAIL: Use "course messages" in Blackboard or bacigaj@ferris.edu

Office Hours: 3pm-4pm each class meeting date (typically in our classroom but sometimes in the lobby of the building if the classroom is locked). Also by phone from noon to 1pm every online class day (simply call me or email me).

Class Meeting Dates (4pm-650pm): 9.4, 9.18, 10.2, 10.16, 10.30, 11.13, 11.27/12.4 (FINAL EXAM)

PREREQUISITES

The prerequisites are ACCT 202, MATH 115 or a math equivalent. You must have taken these courses to be enrolled in this class. 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 of the prerequisites. The Dean's Office reserves the right to administratively withdraw students from course if the prerequisites have not been met.

COURSE DESCRIPTION

After successful completion of this course, the successful student will have a knowledge and appreciation for finance and its uses. Specific topics include:

- The various forms of business organization
- Cash flow in its various forms and its various uses
- Comparative understanding of financial statements
- Time value of money – future value and present value
- Bonds and bond valuation
- Equities and equity valuation
- Discounted cash flow
- Capital budgeting and investment criteria – NPV, IRR and others
- Capital markets history
- The fundamental finance concept of risk vs. return
- Cost of capital
- Capital structure
- Raising capital at various stages of a business
- Working capital management
- Foreign exchange

PROFESSOR BIOGRAPHY

I currently serve as the Managing Member of Straits Capital in Petoskey, MI. This is a middle-market focused investment bank serving privately-held businesses through ownership transitions, capital raises and M&A. In addition, I provide business valuation, business consulting and outsourced CFO services. I have over 20 years of capital markets experience having most recently served as CFO of a publicly-traded company, Managing Director of a boutique M&A firm, Sr. VP of the largest derivatives trading firm in the world, Vice President - Institutional Equity Sales for one of the most respected research firms on Wall Street and in the Corporate Finance Group of Deloitte and Touche. I have sat on nearly every side of the negotiating table and have structured deals in numerous industries including manufacturing, real estate development, casinos, logistics, social media, building materials and restaurants. I earned my MBA from the University of Michigan, my BA from James Madison College at Michigan State University and completed an intensive equity valuation course at Columbia Business School in New York. I recently presented to over 100 VC investors at the University of Michigan Business School's Growth Capital Symposium in May of 2017.

REQUIRED TEXTBOOK AND OTHER REQUIRED MATERIALS

- Essentials of Corporate Finance, 9th Edition, Ross, Westerfield & Jordan (McGraw Hill Irwin).
- Texas Instruments BAII Plus Financial Calculator that will be used for homework assignments, exams and course projects. This can be purchased at Walmart for around \$25 and is CRITICAL to this class.
- Computer access to FerrisConnect/Blackboard. If you do not have access at home, plan to utilize the internet resources at the TC campus facility.

CLASS FORMAT

This is a mixed delivery course format that will be presented to students over the full 16 weeks of the semester. It is critical that students have access to FerrisConnect/Blackboard in order to complete the required assessments. As per the "Class Meeting Dates" listed above, there are seven in-person meeting dates and you are expected to be present for the entirety of each of these classes. Attendance will count toward your final grade and your attendance will be critical to success in this course (see GRADES). The content of this course relies heavily on mathematics. The online portion of the class will be focused on working through a substantive amount of homework questions that will solidify your knowledge in the mathematics of finance.

GRADES

Your grade will be entirely based on the metrics described below.

100 pts (10%) In-Class Assignments – We have seven face-to-face class dates and in six of those there will be very brief assignments (problem sets) going over the material covered in class. There may be more than one during a particular class (as there are 10 total in-class assignments). You can ask for help, use your book, use your notes, and even get help from others in the class. Each in-class assignment is worth 10 pts. The bottom-line is that if you show up to class you will get these 100 pts.

40 pts (4%) Participation – This simply means engaging in the academic process: asking questions, responding to my questions, asking for help when you need it.

320 pts (32%) Homework Assignments – There are eight homework assignments. The homework will be a combination of formulaic mathematical problems, case study problems and problems from relevant articles. The homework assignments will provide you with both an opportunity to internalize the course materials and familiarize yourself with the style of questions that will be asked on the Midterm and Final. Each homework assignment is worth 40 pts.

20 pts (2%) Tegrity Video Assignments – These are four brief videos reviewing the core concepts, calculations and the use of excel to solve problems. They are worth 5 points each and all you have to do is watch.

140 pts (14%) Midterm Exam - There will be a Midterm Exam that will cover chapters 1-8. It will be done online and will be open book and open note.

140 pts (14%) Group Project – Your project group will be assigned at random. The group project will be graded based on the completion of a written report, ultimately delivering an investment recommendation between two companies. This will be discussed in greater detail during the first class.

240 pts (24%) Final Exam – There will be a Final Exam that will cover **all chapters** however it will be weighted more heavily toward the chapters that were not on the Midterm.

Total of 1000 pts possible

A	950+	B+	870-919	C+	750-789	D	500-649
A-	920-949	B	830-869	C	690-749	F	<500
		B-	790-829	C-	650-689		

KEYS TO SUCCESS IN THIS CLASS

1. **Attendance of the limited number of classroom sessions** – there are only 7 class meeting times and the bulk of the lecture/discussion is done during this time;
2. **Use of and understanding of the TI BA II Plus calculator** – we use this extensively throughout the class;
3. **Checking Blackboard regularly;** and
4. **Making certain to read (and often re-read) the assigned chapters in the book.**

GENERAL CLASS RULES

- **Use of Cell Phones/Technology:** Please refrain from cell phone use during class. If you must keep the phone on for work/emergency purposes, please silence the phone. You can excuse yourself from class as needed to speak on the phone when necessary. Please no texting or emailing during class. Filming or recording the class is not permitted.
- **Food In the Classroom:** It is understood that many students (and the professor) have jobs/lives outside of the classroom and that these commitments often make it difficult to eat prior to class. As such, bringing food to class is acceptable so long as it does not impede the other students' ability to focus on the classroom lecture/materials nor impede the professor's ability to teach the course.
- **On Line Content:** The copying or distribution of any of the online content is strictly prohibited - this includes videos, PowerPoint presentations, homework, quizzes and/or tests.

UNIVERSITY POLICIES

- **Withdrawal Policy:** See the "SYLLABUS Attachment – School of Business" for this semester or contact the Registrar's Office.
- **Accommodation for Students with Disabilities:** Ferris State University is committed to following the requirements of the Americans With Disabilities Act, Amendments Act and Section 504 of the Rehabilitation Act. If you are a student with a disability or think you may have a disability, contact the Disabilities Services Office at 231.591.3057, or email ecas@ferris.edu to discuss your request further. More information can be found on the web at the following web address: <http://www.ferris.edu/html/colleges/university/disability/> Any student registered with Disability Services should contact the instructor as soon as possible for assistance with classroom accommodations.

- **Academic Dishonesty:** Cheating, plagiarism, forgery or other acts that deceive or defraud in regard to one's own academic work or that of others will not be tolerated. Initially, questions of academic dishonesty will be reviewed by the Dean of the School responsible for the courses in which they occur. When necessary, cases of academic dishonesty may be referred to the FSU Office of Student Conduct. The usual penalty for academic dishonesty is failure in the course on the first offense and expulsion from the university on the second offense. For clarity, plagiarism is loosely defined as attempting to pass off as one's own, the exact words of another. It can also include the use of a fine phrase, drawing or diagram to 'dress up' one's own academic work without properly citing the source.

COURSE SCHEDULE

Week	Date	Reading Assignments (prior to class)	Activities/Assessments
1	8.28 - Online	Read/Understand the Syllabus BAII Plus Calculator Tutorial Read article "The Contrast Between Tesla and the Rest of the Auto Industry is Terrifying" for discussion in 9.4 class. Read article "While Tesla Goes Private, its Chinese Rival Goes Public" for discussion in 9.4 class.	Familiarize yourself with the BAII calculator Familiarize yourself with Blackboard Get your book and BAII calculator
2	9.4 - Class	Ch. 1 – Intro to Fin Management Ch. 2 – Fin Statements / Cash Flow Ch. 3 – Standardizing and Normalizing	Lecture on Ch. 1, 2, 3 In-Class Assignment 1 In-Class assignment 2 Discussion of Project
3	9.11 - Online		Teach Video Assignment 1 (due 9.16) Homework 1 (due 9.16) Meet / Begin work on Project
4	9.18 - Class	Ch. 4 – Future & Present Value Ch. 5 – Discounted Cash Flow Ch. 6 – Interest Rates & Bonds	Lecture on Ch. 4, 5, 6 In-Class Assignment 3 In-Class Assignment 4 In-Class Assignment 5
5	9.25 - Online	Watch "Wall Street", 1987 with Michael Douglas for discussion in class. This can be rented anywhere and downloaded on Amazon and probably Netflix.	Teach Video Assignment 2 (due 9.30) Homework 2 (due 9.30) Homework 3 (due 9.30) Work on Project with your group
6	10.2 - Class	Ch. 7 – Stock Valuation Ch. 8 – Investment Decision Methods Read "Aquila Resources Investor Presentation" for homework assignment. (Blackboard)	Lecture on Ch. 7, 8 In-Class Assignment 6 Review of Ch. 1-6 Homework 4 (due 10.7)
7	10.9 - Online	Read "Are Fund Managers Getting Better? Yes, But ... They're Merely Less Bad" for discussion in 10.16 class. Read "What the Demise of the DOL Fiduciary Rule Means for You: 4 Questions to Ask Your Advisor Now" for discussion in 10.16 class. Read "Billionaire Warren Buffet won \$2.2 million on a bet..." for discussion in 10.16 class. Read "Author who studies millionaires: Here are 3 Proven Ways to Get Rich" for discussion in 10.16 class.	MIDTERM (Blackboard – due 10.14)
8	10.16 - Class	Ch. 9 – Capital Investment Decisions Ch. 10 – Capital Market History Ch. 11 – Risk & Return	Lecture on Ch. 9, 10, 11 In-Class Assignment 7 In-Class Assignment 8
9	10.23 - Online	Read Vanguard's "The case for index-fund investing" for homework assignment. (Blackboard) Read Raymond James research note on Comcast for homework assignment. (Blackboard)	Teach Video Assignment 3 (due 10.28) Homework 5 (due 10.28) Work on Project with your group
10	10.30 - Class	Ch. 12 – Cost of Capital Ch. 13 – Capital Structure	Lecture on Ch. 12, 13 In-Class Assignment 9
11	11.6 - Online	Read Dimensional's "Riding the Emerging Markets Tiger" for homework assignment. (Blackboard)	Teach Video Assignment 4 (due 11.11) Homework 6 (Blackboard) Work on Project with your group Homework 7 (Blackboard)
12	11.13 - Class	Ch. 15 – Raising Capital Ch. 16 – Short Term Financial Planning	Lecture on Ch. 15, 16 In-Class Assignment 10 Project Due
13	11.20 - Online		Homework 8 (Blackboard) Review Teach Video Assignments 1-4 Study for Final
14	11.27 - Class	Ch. 17 – Working Capital Management Ch. 18 – International Financial Management	Lecture on Ch. 17, 18 Review of Ch. 1-18 for the Final
15	Study Session		4PM at Brew in TC. Bring your questions.
16	12.4 - FINAL EXAM		In-class final exam. Notes, book and calculator are <u>allowed</u> . NO COMPUTERS

Fin 322 Financial Management I
Dr. Vivian Nagar

Office Hours: MW 2:00-2:50pm & 4:15-4:45 pm, Fri 2:00-2:50 pm or by appointment.

Office location: College of Business 374, Phone: (231) 591-2473

Course Prerequisites: Accounting 202, Math 114 or Math 115 or equivalent (You must have taken these courses to be enrolled in the class)

E-mail: All e-mail communications must use the course BB (BlackBoard) Email (or only if it is done VivianNazar@ferris.edu)

Course description: This course is designed to develop students' understanding of the basic fundamentals of corporate finance. Topics covered: financial analysis, financial forecasting, sources of short-term financing, working capital management, time value of money, stock and bond valuation, capital budgeting, and international financial management.

Course outcomes:

1. Understand the basic goals and functions of corporate finance.
2. Demonstrate an understanding of the basic concepts of risk and return trade-off in making financial decisions.
3. Demonstrate an understanding of analyzing financial performance through the use of financial analysis and forecasting.
4. Demonstrate an understanding of the basic concepts of time value of money in making financial decisions and in capital budgeting.
5. Improve analytical and problem solving skills.

Student Assessment:

The understanding of basic theories and practical application of concepts will be assessed through a combination of tests and homework. Please see course outline below.

Required:

1. Essentials of Corporate Finance, 9/e
Stephen A. Ross, Randolph W. Westerfield, Bradford D. Jordan. Copyright year: 2017 Publisher: Mc-Graw Hill

Loose leaf ISBN: 9781260224443 or Hard cover ISBN: 978-1-259-27721-4

Note: Not required - connect access code or accompanying disk.

2. For this class, you need TI (Texas Instruments) BAII Plus financial calculator (cost around \$35), available in the book store or other stores (ex. Meijer, Wal-Mart, etc.). I will use and support this calculator in class. If you use another calculator, you need to learn on your own how to use it. Note that TI63 and other scientific calculators are **not permitted during exam.**

3. Access to the course BB (BlackBoard) where course materials are posted - syllabus, power point presentations, chapter notes, text book answer key, grade and other materials.

Link: <https://ferris.edu/> then click Blackboard Learn on the top menu bar.

It is your responsibility to check the course BlackBoard regularly.

Course Requirements (Subject to Change)

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+ hours of outside work per hour of class. This course requires such a time commitment. If you cannot make the time commitment this semester, consider taking this class another time. This course is offered every semester including summer.

B. Tests (100 points each) Test #1, Test #2, Test #3 and Test #4 are required. You must take these four tests. Each test will cover the lectures, text materials and homework problems covered for that period. The test date will be announced in class one week in advance and posted in BB>Homepage. The test is for **50 minutes**. For each test, you may prepare a one side of a page list of equations only to use during the test. You may only use the TI BA11 plus financial calculator or an ordinary calculator. Cell phones and TI 63 calculator are not allowed during the test. The test grade will be posted in BB>~~My Grades~~.

The test may be taken only on the indicated date and class time. The only exception is if you have a **valid written** medical or University excuse (must be presented the time of make-up test) 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 and make prior arrangement with me when to take the make-up test). The make-up test is different from the one given in class and maybe composed of essay and short problems. You may only take one make-up test for the semester.

There is an optional Test #5 which you have two options:

Option 1- Do not take it. Your average test grade will remain the same.

Example: Test 1 (90%); Test 2 (85%); Test 3 (75%); Test 4 (93%).

Average test grade= $(90+85+75+93)/4=86\%$

Option 2- Take Test#5. On the last day of class, email me in BB you are taking the test.

a. Test #5 grade is higher than your lowest previous test grade. In this case, the low test grade will be replaced by the average of the low test grade and Test#5. Your average test grade will improve that may or may not improve your course grade.

Example: Example: Test 1 (90%); Test 2 (85%); Test 3 (75%); Test 4 (93%), Test#5 (95%)

Average test grade = $(90+85+((75+95)/2)+93)/4=88\%$

b. Test #5 grade is the lowest test grade. It will not count and your current grade will stay.

Example: Test 1 (90%); Test 2 (85%); Test 3 (75%); Test 4 (93%), Test 5 (70%).

Average test grade= $(90+85+75+93)/4=86\%$

C. Disability and accommodation

If you need academic accommodation, let me know in the first week of class. See below FSU policy.

Disabilities Service.....STR 313 Ph. 231-591-3057

Ferris State University is committed to following the requirements of the Americans with Disabilities Act Amendments Act and Section 504 of the Rehabilitation Act. If you are a student with a disability or think you may have a disability, contact the Disabilities Services office at 231.591.3057 (voice), or email ccds@ferris.edu to discuss your request further. More information can be found on the web at <http://www.ferris.edu/hemis/colleges/university/disability/>. Any student registered with Disabilities Services should contact the instructor during the first week of class for assistance with classroom accommodations.

D. Homework worksheets will be assigned and due date indicated. Some homework will be collected and graded (points vary, 10+ points each). I will announce in class the due date of homework that will be collected and graded. Complete all homework before coming to class.

Note on homework that will be collected: I will collect homework due in the beginning of the class. Make a copy of your homework for you to use during class discussion. Homework submitted any time after I collected them in class and gone over them in class is late.

Late homework policy: Homework submitted late will get 50% of grade. Late homework will be accepted for up to seven days after the due date. No late homework accepted after seven days.

If you have an excused absence for university sponsored activities given one to two weeks in advance, complete the homework and turned it in to me by email attachment in the course ~~BlackBoard~~ by the due date. Give a copy of the

letter of excuse to me in class.

E. Attendance: Daily attendance is required and taken at the beginning of the class (first 3 minutes). You are allowed to miss four classes 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 (not during the class) of the class that you are present. Two tardy arrivals will count as one day absent. Remain seated during class hour at all times. Once the class starts, no leaving the class permitted. Attend to your personal needs before coming to class.

F. Bring in class everyday BA11 financial calculator, your own copy of the textbook, materials previously distributed in class and your own pen/pencil.

G. Extra credits: maximum 12 points possible. Extra credits will be added to your homework points and may improve your grade up to one notch. (Example: course grade B to B+) However, if you have an F (Fail) grade for the class, it will not move your grade to D-. Member of FMA student organization +3 points extra credits and an FMA officer + 5 points, must regularly attend the organization meetings (not the speakers) and actively participate to get the FMA extra credits.

H. Grading: Grades are based on tests, homework, and attendance.

Four Tests (100 points each)	400 points
Homework (points vary, 10+) approximate points	150 points
Total possible points	550 points

Your grade will be calculated by adding your points and divided by total possible points. A letter grade will be assigned according to the following scale:

A=94-100%; A- =90-93%; B+ =87-89%; B=84-86%; B- =80-83%; C+ =77-79%; C=74-76%; C- =70-73%; D+ =67-69%; D= 64-66%; D- =60-63%; F (Fail) =below 60%

➤ Your grade will be adjusted based on your **attendance**. See above E.

I. Class Policy:

1. No cell phones, ear phones, newspapers, books from another class, and magazines are to be read/used while in class.
-If you are seen using cell phone in class, your name would be called on the spot and you would be required to leave the class immediately and will be marked absent.
-If you use an iPad or a laptop in class, you are limited to look at class materials posted. No surfing the internet and reading your email while in class. I reserve the right to inspect your iPad and laptop anytime while the class is in session and/or require them to be closed.
2. Remain seated during class hour at all times. Once the class starts, no leaving the class permitted. Attend to your personal needs before coming to class.
3. See me in my office if you need assistance. Finance tutors are available free of charge. Call tutorial services at 591-3543 for an appointment at least one week in advance.
4. Due to time constraints, any questions regarding missing a class, missed tests, scheduling a test or homework questions must be communicated to me in my office during office hours or make an appointment to see me.
5. Academic dishonesty and plagiarism will result in an F grade for the work and may result in course failure. Appropriate disciplinary action will be taken.
6. Turn-off the ringer in your cell phone while in class and keep it out of sight at all times.

Note: I assume that you are familiar with the accounting basics covered in Accounting 201 and 202. It is essential that you review accounting terms especially if you took Accounting 201 and 202 more than a year ago. We will be referring and using financial statements, accounting terminologies and concepts throughout the semester.

Studying and reviewing for the test:

1. Study the chapter materials –read the text book topic and the power points as discussed in class.
2. After studying the materials as indicated above, you are now ready to review for the test. Read the Chapter Test Review posted in BB located below the power points. Go over the chapter questions in the textbook listed in the below course outline, *work out the problems* using the calculator and check the solutions posted in BB>Textbook Answer key in the menu. As you review the materials, prepare a one side of a page equations to use during the test.

Enc 322	Course Outline (Subject to Change) Fall semester 2018
Date	Topics
8/27	Chapter 1 Introduction to Financial Management Critical Thinking and Concept Questions (CC) 1.1 to 1.1.1 pages 18-19 <u>Labor day</u> , no class - Sep. 3, 2018
8/31	Chapter 7 Cover only Section 7.3 The Stock Markets, pages 220-226. Concept Questions 7.3a to 7.3d page 225
9/5	Chapter 15 Raising Capital cover Sections 15.1 – 15.4. Concept Questions 15.1a, 15.1b; 15.2a, 15.2b, 15.4a, 15.4b; 15.8a, 15.8b; 15.9a, 15.9b
9/7	Chapter 3 Working with Financial Statements Questions and Problems (QP) 1 to 14 pages 86-87
9/14/2018	<u>Test # 1 Chapters 1, 7.3, 15 & 3</u>
9/17	Chapter 4 Introduction to Valuation: The time value of money QP 1 to 13, pages 118-119 What's on the Web? 4.1 to 4.5, page 121 Know how to use the financial calculator. Read "Using a Financial Calculator", page 103. Go to course Blackboard BA 11 Video Tutorial. Watch video tutorial A. BA11 Plus Operation Basic #1 to #7 and B. Finance #1 & #2
9/24	Chapter 5 Discounted Cash Flow Valuation QP 1 to 11, 20, 27, 29, 35, 38, 47 & 49 pages 154-161 What's in the Web? 5.2, 5.3 & 5.4 page 163
10/1	Chapter 6 Interest Rates and Bond Valuation Concept questions 6.1a, 6.1b, 6.1c page 175, 6.7c page 195 Bond Value and Self-test problems 6.1 & 6.2, pages 196-197 QP 6, 7, 8, 9, 19, 21, & 25 pages 199-201 What's on the Web? 6.1 page 202 You must know how to use the financial calculator to calculate bond price and yield to maturity. Read "Know how to calculate bond prices and yields using financial calculator," page 173-174.
Date	Topics
10/8/18	<u>Test # 2 Chapters 4, 5 & 6</u>
10/10	Chapter 7 Equity Markets and Equity Valuation

	<p>Concept questions 7.1a to 7.1d page 215 Note Table 7.1 Summary of Stock Valuation QP 1, 2, 3, 8, 10, 12, 13, 14, 19, & 27. Pages 229 -233</p> <p>Go over Chapter Review and Self-test Problems 7.1 and 7.2 pages 227-228</p>
10/17	<p>Chapter 8 Net Present Value and Other Investment Criteria (skip 8.3 p.247-8 and MIRR page 255-6) QP 1, 2, 3, 5, 6, 10, 15 and 18. Pages 265-269.</p> <p>What's on the Web? 8.1 and 8.2 page 271</p>
10/24	<p>Chapter 9 Making Capital Investment Decision (Sections 9.1 to 9.3) Concept Question 9.1a, 9.1b page 276; 9.21, 9.2b, 9.2c page 278; 9.3a, 9.3b, 9.3c page 281 QP 1, 2, 3, 4, 9, 10 and 13 pages 302-304</p>
10/29/18	<p><u>Test# 3 Chapters 7, 8 & 9</u></p>
	<p>November 1, 2018 (by 5:00 pm) is the last day to withdraw from class with "W" grade. To withdraw from class, go to Bus 200 and fill up the class withdrawal form.</p>
10/31	<p>Chapter 11 Risk and Return Concept Questions 11.1a, 11.1b page 354, 11.2a, 11.2b and 11.2c page 357; 11.4a, 11.4b page 361; 11.41 to 11.5d page 364, 11.61 to 11.62 page 367</p> <p>Note Table 11.9 Summary of Risk and Return Concept on page 374.</p> <p>Before completing any homework, go over the Chapter Review and Self-Test Problems and the answer key below it. 11.1 to 11.4 on pages 377-378.</p> <p>QP 2, 3, 5, 7, 9, 11, 13, 15, and 19 pages 380-384. What's on the Web? 11.1, 11.2 and 11.3 pages 384-385.</p>
11/9	<p>Chapter 12 Cost of Capital Concept Questions 12.1a and 12.1b; 12.2a and 12.2b page 394; 12.3a, 12.3b, 12.3c page 396.</p> <p>Note Table 12.1 Summary of Capital Cost Calculation, page 400.</p> <p>Go over the Chapter 12 Review and Self-Test questions 12.1 and 12.2 pages 413-414.</p> <p>Chapter 12 QP 1, 2, 3, 5, 7, 9, 15 (know problem 15) and 20. Pages 415-418.</p>
11/14	<p>Chapter 18 International Finance (Skip pages 590 -592 Triangular arbitrage) Concept questions 18.1a, 18.1b page 588; 18.3a, 18.3b page 597; 18.4a, 18.4b; 18.5a, 18.5b page 602.</p> <p>Chapter Review and Self-test problems 18.1 page 604 Critical Thinking <u>And</u> Concept Questions 18.1, 18.2 & 18.3 page 605.</p>

	QP 1, 8, 9, 11, 12, 14 pages 607-609
11/19/18	<u>Test # 4 Chapters 11, 12 & 18</u>
	Thanksgiving recess - Nov. 21 (noon) - Nov 23, 2018 Note: We have class on Nov 21.
11/21	Chapter 16 Short-term Financing Concept Questions 16.1a to 16.1d; 16.2a, 16.2b & 16.2c page 527; 16.3a and 16.3b page 532; 16.5a & 16.5b page 537 Chapter Review and Self-test questions 16.1 on pages 539-540 QP 6, 15 pages 543-546.
11/30 to 12/7	Chapter 17 Working Capital Management Concept Questions 17.1a to 17.1d page 555; 17.2a to 17.2d page 562; 17.3a to 17.3c page 569 Questions and problems 1 to 12 pages 582 to 584.
	<u>Test # 5 (Optional) Chapters 16 and 17</u>
	10am class: Dec. 11, 2018 @ 10:00-11:15am, Bus211
	11am class: Dec. 13, 2018 @ 10:00-11:15am, Bus 211

► *Syllabus attachment* and other important information can be found at the course **BlackBoard**.

Your instructor reserves the right to make needed and appropriate adjustments in this syllabus.

Web resources:

Textbook link for the **old edition** but still useful: [Fundamentals of Finance web link](#)

Note: S&P Index symbol ^GSPC or use ETF mutual fund SPY

Financial information

1. www.cnn.com

2. www.finance.yahoo.com finance and stock information

3. To find a company history and financial information, go to the stock's company website and open the **Investors Relations** page to get company history and financial information. If you cannot see it, search for it by going to the Search box and enter Investors Relations.

Dow Jones averages information: <http://www.djaverages.com/>

WSJ student webinars: <http://student.wsj.com/info/2015/03/25/webinars/>

Pay & job information: www.payscale.com, www.salary.com, <http://www.bls.gov/bls/blswage.htm>

Savings calculator: <http://www.bankrate.com/calculators/savings/compound-interest-calculator-tool.aspx>

ISYS 321 Business Information Systems Course Syllabus

FALL 2018 (3 credit hour course)

Tuesdays and Thursdays from 4:30 - 5:45 in the College of Business, Room BUS 218/FLITE

Instructor: **Maggie Brown**

Office: BUS 104/IRC 219

Office Phone: 231-591-3141

Email: maggiebrown@ferns.edu

Office Hours: Tue/Thurs: 11:00-12:00/3:00-4:15

Cell Phone: 616-636-7412

Student Requirements

Textbook: *Business Driven Information Systems (5th edition)* with Connect by Paige Baltzan (McGraw Hill, 2016).

From the book store: — With a hard copy book (3-ring binder format) \$196.75

— Without a hard copy book \$114.30

To Order directly from Publishers: for Connect enrollment and e-version of the textbook, go to

<http://shogunheducation.com/mhshop/productDetails?isbn=1259896544> (\$80.00)

Technology: High speed internet access is required with Connect compatibility

Pre-Requisites: ACCT 202 & MKTG 321 & MGMT 301

Course Description

Overview of organizational and technological issues involved in information systems from a management perspective.

Course Objectives

Learning Objectives: Upon completion of this course, students will be able to demonstrate...

1. Learners will be able to describe the role of information systems in today's business environment.
 2. Learners will be able to explain how information technology has transformed organizations in business models.
 3. Learners will identify the components of information technology including database, communications, software, and hardware.
 4. Within an IS context, students will demonstrate an understanding of how globalization impacts the business environment.
 5. Within an IS context, students will demonstrate how ethical practices impacts business activities.
-

Course Requirements

1. **Student responsibilities:** Each student is expected to come to class having read the assigned chapter, the PowerPoint slides, and other assigned material and content. Every student has the opportunity and the ability to make an "A" in this class, but your grade in this class will depend on how well you prepare and study for the exams, the assignments and cases, and your conduct in the classroom.

2. **Exams:** All exams will consist of true/false, multiple choice and/or short answer questions. Four exams are scheduled for the semester (each exam will cover one-fourth of the class material). See class schedule for exam dates.
 3. **Homework, Cases and Projects:** All projects in this class should be prepared in a professional manner. Any handwritten projects will automatically be given a zero.
 4. **Web Etiquette:** All students are expected to behave, email, and post in a professional, business manner during this class. Projects and homework are graded on content and appearance not only of the homework or project, but on the manner in which the project or homework was submitted and the content of the email accompanying the project or homework.
 5. **Attendance and Late Work:** Each student is responsible for having all work turned in on time. Tests, quizzes, cases and homework are due no later than the time and date given in the assignment. If the student has a university approved absence that corresponds with a due date or exam date, the student must contact the instructor to make appropriate arrangements.
 6. **Class Communications:** The professor will send out class information and other material through email to each student's FSU email address. **Each student should check their email every weekday** since emails to and from FSU addresses are considered official university communication and should be treated as such. If a student decides to forward their FSU email to another email address, it is the student's responsibility to make sure the other email account is able to and can accept forwards from the FSU email address. All email communication between student and professor should be done in a professional manner.
 7. **Acceptable Student Behavior:** Classroom behavior should not interfere with the instructor's ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic, or other penalties. The instructor shall have full discretion over what behavior is appropriate/ inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the Academic Office.
 8. **Academic Integrity:** Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Definition of Academic Dishonesty Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to (1) using or attempting to use unauthorized materials on any assignment or exam; (2) falsifying or inventing of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or (4) plagiarism. Plagiarism is presenting the words or ideas of another person as if they were one's own. Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, resubmission of the work, make-up exam, failure of the course, or expulsion from the university. In-classroom and online activities are expected to follow university guidelines concerning student conduct and academic honesty.
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Software:

- Students are expected to have access to the following software outside of class:
- MS-Office Professional 2007 or later. Using Open Office for Excel homework may not work as there are required features that may not be available.
- The Internet with a Web browser compatible with and a speed connection sufficient to work in FerrisConnect, and McGraw-Hill Connect. It is becoming more and more difficult to have all Web sites work in one given browser so being flexible and having multiple browsers available will be to your advantage.
- Adobe Acrobat Reader in order to view course content.

General Computer Skills – some of the computer skills that are needed include the following:

- Blackboard (Ferris Connect) Microsoft Word, Excel, Google One-drive
- organize, save, and rename files
- send receive e-mail with attachments

Reporting Technical Issues for FerrisConnect

Ferris State University has a Technology Assistance Center (TAC) that can be contacted the following ways

1. Calling 231-591-4822 or toll free at 877-779-4822
2. e-mail TAC@ferris.edu
3. Go to the TAC Web site and fill out the form to submit a ticket. <https://www.ferris.edu/techsupport/forms/emailform.cfm>

If a student is having technical issues with FerrisConnect they need to report these issues to TAC. In order to claim that homework cannot be submitted due to technical issues a student must first report their issue to TAC, receive a work order number, and then report the issue to the instructor including the work order number. The best way to report the issue to the instructor is via FerrisConnect message system. However, if that is not possible, please use the regular e-mail address.

Grading

Exams:

There will be four exams during the semester. Each exam will consist of multiple choice and/or short answer questions. Questions will be taken from chapters in the text, PowerPoint notes and online content. A final exam will be administered in the class (unless otherwise advised). Each of these exams will be OPEN BOOK but timed.

Homework: Homework will be assigned and due dates are on the class schedule. LSM (Learn Smart Modules):

Each chapter and appendix section has a corresponding LSM module loaded onto **McGraw Hill Connect**. The LEARN SMART modules are the ACTUAL chapters of the book. You are to READ each LM assignments AND complete the practice (short answer/multiple choice) after you read each chapter. Each student is required to complete twenty LSM modules by their respective due dates.

Discussion Boards: You will be responsible for responding to 5 total Discussion Boards throughout the semester (on Blackboard). Each response must be a minimum of 75-100 words EACH to gain the 10 points. You do not need to respond to others.

BUY Project: The Buy Project is a 3-part INDIVIDUAL project. We will review the instructions in class for this project.

Group Projects: You will have 4 GROUP presentations. See schedule for dates. Instructions and information concerning the class projects will be handed out throughout the semester.

GRADING:

Discussion Board	150 points (10 DB's at 15 points each)
BUY Project	200 points (25-pt. 1, 50-pt. 2, and 125-pt. 3)
Group Projects	150 points (3 group presentations at 50 points each)
LSM & Video's (Connect)	200 points (20 chapter modules at 10 points each)
Exams	200 points (4 exams at 50 points each)
Final Exam	100 points
Total Points	1000 points

Extra Credit: E.C. will be given throughout the semester in the form of:

- FSU events attended up to 3: (10 points for any event *other than sporting events WITH PROOF*)
- Perfect Attendance: 25 points
- Class Evaluation: IF 90% of the class completes the course evaluation, EVERYONE WILL get an extra 15 points!!

Grading Scale: A (93% and above), A- (92-90%), B+ (89-87%), B (86-83%), B- (82-80%), C+ (79-77%), C (76-73%), C- (72-70%), D+ (69-67%), D (66-63%), D- (62-60%), F (less than 59%).

Schedule

An assignment/calendar schedule will be handed out the first week of class. You are responsible for all information contained in the syllabus and for any changes in the syllabus or schedule, ***which will be communicated in class.***

The instructor reserves the right to make any necessary changes to the syllabus or schedule. This syllabus is provided to you as a guide for the class content and expectations this semester; it is not a contract, and is subject to change as necessary.

**YOU MUST CHECK YOUR FSU EMAIL EACH DAY!! IMPORTANT AS OUR SCHEDULE
MAY CHANGE ON OCCASSION.**

COURSE INFORMATION**LECTURE**

ISYS 321 Business Information Systems

Dates: Aug 27 - Dec 7 and the Final Exam

Section 001Location: Business Building, Room 327, Main Campus

Lecture: 3:00 pm - 4:15 pm Mondays and Wednesdays

Section 005Location: Business Building, Room 205, Main Campus

Lecture: 3:00 pm - 4:15 pm Tuesdays and Thursdays

Section VL4 - Meets online only.Kathie ~~Salata~~ **Ph.D.**

Assistant Professor

Email: KathleenKolata@Ferris.edu

Office: IRC 231

Phone: (231) 591-2045

Text Messages: (506) 202-0314

Office Hours: Tues. 9:00-11:00, Wed. 10:00-12:00

Changes will be posted at my door

COURSE DESCRIPTION:

Overview of organizational and technological issues involved in information systems from a management perspective.

ACADEMIC PREREQUISITES:

Required Academic Prerequisite: ACCT 202 & MKTG 321 & MGMT 301

Non-academic: General Computer Skills such as using Blackboard, Microsoft Office (Word, Excel), Google Docs or One-drive, file management and email, and using and searching the web.

COURSE LEARNING OUTCOMES

Upon completion of this course, students will be able to demonstrate the following:

1. Learners will be able to describe the role of information systems in today's business environment.
2. Learners will be able to explain how information technology has transformed organizations in business models.
3. Learners will identify the components of information technology including database, communications, software, and hardware.
4. Within an IS context, students will demonstrate an understanding of how globalization impacts the business environment.
5. Within an IS context, students will demonstrate how ethical practices impacts business activities.

REQUIRED MATERIALS:Textbooks: All resources are available from the bookstore. EBook and rental is allowed. However, make sure your book includes the McGraw Hill Connect access code.Business Driven Information Systems (5th edition) with Connect by Paige Baltzan (McGraw Hill, 2016)

Other Requirements: Students should use high speed internet access with McGraw-Hill Connect courseware. Students are strongly recommended to have access to a USB-3 external storage device or use One-Drive to backup their assignments.

OUR MISSION AND VISION:At FSU we are all guided by the mission and vision of Ferris State University. We all should remember these keywords to guide our actions at FSU. "CO-LEED" is a new term I use to describe the vision. In Scottish 'leed' means spoken or written language. So co-leed for me, means together we speak out together in support of these core values.

COLLABORATION

ETHICAL COMMUNITY

OPPORTUNITY

EXCELLENCE

DIVERSITY

LEARNING

GRADING SCALE AND POLICIES

Please review the Academic Policies and Procedures at <https://ferris.edu/arts-sciences/academic-resource/academic-policies-and-procedures.htm>. Your grades will be calculated from the points that you have earned during the semester. Be aware of the grading scale from day one of the course and make sure you are aware of the exam dates. Your grade for this course will be determined by your performance in exams, quizzes, and exercises. Merely doing the minimum is NOT enough to get an A in this course. However, you will see that there are many ways to earn points in this course and be successful! Remember, we want all students to be successful in this course!

PERCENT VALUES

Discussion, Homework and In-Class Activities	155 points
Individual BUY Project (25-pt. 1, 50-pt. 2, and 125-pt. 3)	200 points
Group Projects (3 group presentations at 50 points each)	150 points
McGraw-Hill Connect - LS & Video activities	215 points
Exams (4 exams at 50 points each)	200 points
<u>Final Exam</u>	<u>100 points</u>
Total Points	1000 points

GRADING SCALE:

A+ (97-100%), A (96%-93%), A- (92-90%)
B+ (89-87%), B (86-83%), B- (82-80%)
C+ (79-77%), C (76-73%), C- (72-70%)
D+ (69-67%), D (66-63%), D- (62-60%)
F (less than 60%)

The McGraw-Hill LSM & Video's (Connect) are the about 21 chapter modules at 10 points each.

Extra Credit: If there are opportunities for extra credit, these will be announced in class, and if you miss the day(s) when these are offered, there is no way for you to make up the points. The instructor reserves the right to curve the final grades or drop any of the grades. Extra credit will be given throughout the semester in the form of:

1. Perfect Attendance (no unexcused absences based on the sign-in sheets): 2%
2. If 90% of the class completes the course evaluation, everyone get an extra: 2%
3. Additional extra credit may be offered during the term.

Final Exam Grading Policies: At ESU we value "Excellence". Students who do not complete the final exam during the last week of class receive an automatic F. If you have multiple final exams (3) scheduled on the same day, you can request to have your exam rescheduled to a day and time during exam week that will be assigned by the instructor.

Exam Replacement Policy: Although there are no exam drops offered in this course, you will have an option to replace your lowest exam grade of the semester by scoring higher on the final exam. This option is a privilege and is designed to reward students for successful mastery of the material throughout the course. For example, if you scored a 67% on Exam #1 but you scored an 85% on the Final Exam, your Final Exam grade will be an 85% and your Lecture Exam #1 grade will be changed to 85%. If you miss an exam for whatever reason, the final exam grade would also replace the 'D' for that exam. There is an exception to this policy, if you are caught cheating on any material throughout this course, in lecture or in lab, the final exam replacement policy will no longer apply to you, and your grades will remain as is.

Posting of Grades: Grades for each lecture exams, in-class quizzes, and class and lab activities will be posted on eLearning as soon as they are available. It is your responsibility to review your grades online. You will receive a midterm grade based on the activities up to that point. However, there is significant points earned after midterm and therefore the midterm grade is only a snapshot of your grade. Final grades will not be available until Dec. 17th. I recommend using eLearning to track your grade throughout the semester or checking your grades through eLearning to monitor your progress.

Privacy: We value your privacy. All grades must be discussed in person; under no circumstances will grades be discussed via email, social media or phone due to the Family Education Rights and Privacy Act. If you have questions regarding grades, even if it's an incorrect grade on your exam, we should meet to discuss your grades during office hours. I understand this may be an inconvenience to many of you, but we as faculty are bound by law to not discuss grades electronically, with the exception of the eLearning portal system and My@SU where midterm/final grades are posted.

Incomplete Grade & Withdrawals: The last day to withdraw with a "W" grade is Thursday Nov 3. An incomplete "I" grade is a temporary grade that must be requested by the student and approved by the instructor, which the instructor may give to an undergraduate student when illness, necessary absence, or other reasons beyond the control of the student to prevent completion of the course requirement by the end of the semester or session. Generally, no incompletes are given. An incomplete will not be given as a substitute for a failing grade. Students must complete at least 75% of the coursework at passing levels before an "I" will be considered. A signed agreement regarding course completion may be required. An "I" grade automatically changes to an "F" after one semester (not counting summer).

LEARNING STRATEGIES AND COURSE POLICIES

LEARNING ACTIVITIES

At ESU we value "Diversity". In order to accommodate a diverse range of learning preferences, students will have learning activities including readings, in-class discussions, lecture/lessons, presentations, demonstrations and web resources. Every student has the opportunity and the ability to make an "A" in this class, but a student's grade in this class will depend on how well they prepare and study for the exams, the assignments and cases, and their conduct in the classroom. Remember, standard homework and reading time assigned in higher education is 2 to 3 hours per 1 credit hour of lecture! So that's 6 – 9 hours per week for one course! Students reading assignments will include watching videos within the LMS courseware.

Reading Assignments: Students are expected to have completed their required reading and homework assignments as assigned before coming to class! So students are expected to come to class having read the assigned readings.

Class Activities and Participation: Students are expected to be in class to listen to and watch the lesson and take notes as well as be an active learner and participate in class. The nature of computer science results in continual changes in technologies and skills required. Students are responsible to participate in these discussions including group activities. Participation in class activities is required and will impact your grade. Active participation on the student's part is critical to learning the material. In class activities will include group presentations by the students. Failure to participate regularly and substantively in the classroom discussions and activities may have an impact on a student's final grade. Online learners are expected to complete all the videos provide online and discussion activities.

[Optional Activity]: If a student does not know what type of learner they are, they might consider visiting VARK-learn and completing the learning style preference questionnaire. <http://vark-learn.com/the-vark-questionnaire/>. This not only helps identify learning preferences but also provides suggestions for study methods. Preferences do not always equate to performance! Academic support provides help for learning strategies to help you succeed in learning.

LEARNING ASSESSMENTS

Rubrics for grading will be provided for each of the graded activities.

Discussion/Homework and Participation (135 points): Each week you will have an activity that will be graded, which may include an in-class or online activity such as working with spreadsheets, web site, researching a current topic, etc.

BUY Project: The Buy Project is a 3-part INDIVIDUAL project. We will review the instructions in class for this project.

Group Projects: You will have 4 GROUP projects. There are a maximum of 6 groups. There should not be more than 4 people in any one group. Please refer to the schedule for the due dates for each project. Instructions and information concerning the class projects will be handed out throughout the semester.

McGraw Connect Courseware (215 points): McGraw Connect helps connect Blackboard to the LEARN SMART modules (LS stands for LEARN SMART modules). So each chapter and appendix section has a corresponding LEARN SMART modules loaded onto McGraw Hill Connect. The LS & Video's (Connect) are the 21 chapter modules are graded at 10 points each. Learn Smart Activities are not accepted late per the syllabus.

The LEARN SMART modules are the ACTUAL chapters of the book. LEARN SMART modules fill in the gaps with some more in depth and include additional content, videos, quizzes and exams. Homework from the LEARN SMART modules will be assigned and due dates are on the class schedule. You are to READ each of the LEARN SMART modules assignments AND

complete the practice (short answer/multiple-choice) after you read each chapter. Each student is required to complete twenty LEARN SMART modules by their respective due dates.

You must register in McGraw-Hill Connect (MH Connect) by going through Blackboard first. Failure to do so will result in a 50-point penalty. Just click on the first Learn Smart Activity (Appendix A) below and it will take you to the free trial, registration, and offer to purchase online. If you want the hard copy book in addition to the eBook, which comes with MH Connect, the cheapest option may be from the bookstore. MH Connect has a 14-day free trial.

The first Learn Smart Activity is due by the end of the first week. Please refer to the schedule. McGraw-Hill Connect are always due at 11:30.

Exams (50 points each): There will be four (4) exams during the semester. Each exam will consist of multiple choice and/or short answer questions. Questions will be taken from chapters in the text, PowerPoint notes and online content. A final exam will be administered in the class (unless otherwise advised). Each of these exams will be OPEN BOOK but timed. Please refer to the exam grade replacement policy. There are no makeups for the exams unless the student has a university approved absence or have been pre-approved by the instructor to take the exam at a different time.

Final Exam (100 points): The exam date will be the date/time assigned by the University. The exam is cumulative and may consist of short answer, true and false and multiple-choice questions. To prevent cheating, students will generally not be allowed to keep the exams but can review your exam in my office during office hours. Students who do not complete the final exam during the last week of class receive automatic F.

The final exam has 2 parts. Part 1 consists of 75 multiple-choice questions worth 75 points total. Part 2 consists of five (5) Essay questions worth 5 points each for a total of 25 points. The total exam is therefore worth 100 points.

Testing Centers: To protect the integrity of all in-class exams, students are required to schedule the exam to start at the same time as the class even if you take the exam in a testing center (Unless a schedule change is an approved accommodation by Disabilities Services).

STUDENT RESPONSIBILITIES

Sign-in Sheet: Students will be required to "sign-in" at each class period. Failure to sign in will result in being marked absent for the day. Attendance will be taken at lectures and lab. If students are late, or leave before the class is dismissed, or do not sign in, the student will be marked absent. (Students may not sign in for other students.)

Academic Schedule: Students should review the dates for dropping the course, midterm grades, holidays and other important dates: <https://ferris.edu/HTML5/academics/calendars/2018fall.htm>.

University Policies: Students should review the College of Business Course Policies attached to the syllabus, and the university policies on excused absences at <https://ferris.edu/HTML5/academics/sja/policies/Excused.htm>.

Participation: Students are expected to complete in all online activities and participate in all discussions. It is academically unreasonable for students to expect to succeed in this class if you are absent from a significant number of class-related activities.

Tardiness: Students are expected to arrive at class on time. The doors are locked for security during class and after class. Arriving at class late is disruptive to students and the instructor. Please show courtesy by not being tardy.

Excused Absences: Students are required to attend all class periods. Students are required to provide official documentation for any excused absences within two (2) weeks of the absence. If it is not provided within the 2-week timeframe, it remains an unexcused absence. For students who are commuters—dangerous weather conditions in which driving is considered by local police authorities to be unsafe is considered excused. Emails will be sent to students if the class is moved to 'online' lessons. The link to the 'online' session will be posted in a Blackboard announcement.

Excessive Absences: Students are required to attend all class sessions. The course meets twice a week for fifteen weeks, plus a final exam. The examination questions will be based heavily on lecture material as well as the homework and Connect/LMS/Our materials. There are many activities in class that students will miss if they are absent. Students are responsible for all information covered during the lecture, including course announcements (i.e. schedule changes, test content etc.). Students who have conflicts with other courses are still responsible for completing the assignments on time and getting any assignments and announcements. Students who do not attend lectures regularly tend to do poorly in most courses. Do not expect the instructor to 'summarize' or reteach the course to you if students are absent. Therefore, students who have unexcused absences more than four (4) class sessions, will have their grade lowered by ten percent (10%).

Makeup Exams for Excused Absences: Students will not receive the exams back until all students have taken the exam. If the student has a university-approved absence that conflict with an exam date, the student must contact the instructor prior to the absence to make appropriate arrangements for a makeup exam. Makeup exams may have completely different questions from the in-class exam.

CLASSROOM POLICIES

"Students should first express a concern to the individual closest to the problem who has the ability to remedy the situation. For example, if the concern relates to a course, the instructor is the appropriate first step."

Office Hours: Students are encouraged to meet with me during office hours. Students may request to meet with outside of the times posted on the syllabus by appointment. Any changes to my office hours will be posted on my office door. I will read my email only during the weekday (Mondays through Friday). Students are required to put the course code in the subject line of any email. I will try to respond to email and phone calls within 48 hours. Please provide your full name, and course name and section when sending text messages. I often reply to text messages in a shorter time span. Please remember I will not discuss grades over text messaging or email.

Patience is a virtue: A goal of college is to learn information, which you can then apply in a real world setting. We can have different opinions about the same subject and both correct. Learn to respect others by allowing them to share their point of view. Technology changes by the second! If I can't answer a student's question in class, allow me time to respond to the question at the following class.

First Assignment: Students are required to participate in a graded learning activity during the first week of classes. Professors are required to report initial participation in all courses that is documented using this learning activity. Therefore, the initial assignment must be turned in on time. If the assignment is not turned in on time, the student may be administratively withdrawn from the course. In this course, that is the first Learn Smart Activity.

Feedback & Assessment of Projects: Students are responsible to review your midterm grade. Students need positive feedback as well as constructive criticism. If students have questions about their grade or feedback, please contact the instructor.

Submitting Assignments: Students are required to submit most written assignments on Blackboard. The cover page or the top of the first page must have your complete name and ID number (preferred names are permitted), the date, number of the lab and lab title. Written assignments will not be accepted by email. Written assignments should be written at the college level.

Late Assignments: Students are responsible for having all work turned in on time. There is a lot of active learning in the course. Remember, students should plan early and get started on the assignments early! Homework will be posted well in advance, so no additional time will be given for assignments, even if you miss lecture the day an assignment is due. Therefore, late assignments will not be accepted without written preapproval of the instructor!

Midterm Grades: Students are responsible for reviewing their midterm grade. Midterm Grades will be calculated based on a student's performance. The midterm grade is only a snapshot of your performance at that time. Even if the midterm grade is an A that does not indicate that the student will have earned enough points to pass the course. Students are encouraged to review their grades regularly.

Code of Student Community Standards: At FSU we value being an "Ethical Community" and "Diversity". Abiding by university policy on academic integrity is a responsibility of all university faculty and students. Students are responsible to review and follow the College of Business Syllabus Attachment attached and the University Code of Student Conduct, which is online at <https://ferris.edu/HTMLS/administration/studentaffairs/judicial/studentcode.pdf>. Please review the Ferris Non-Discrimination Policy, <https://ferris.edu/non-discrimination/>. I support the right for all students to have a place to learn. Students also bear some responsibility to create an inclusive and safe environment. Many topics while important are unrelated to the course purpose, objectives and content. So please be courteous.

"My plea in Michigan – and it will be my plea to the last breath I draw,
and the last word I speak – is education for all children,
all men, and all women of Michigan, all the people in all our states all the time."⁴

Reference: [W.N. Ferris](https://ferris.edu/HTMLS/news/founder/sayings/homepage.htm)

<https://ferris.edu/HTMLS/news/founder/sayings/homepage.htm>

Classroom Disruptions: Students are responsible to act professionally at all times. Classroom behavior should not interfere with the instructor's ability to conduct the class or the ability of other students to learn from the instructional program. For example, unprofessional or inappropriate dress may be considered a disruption. Please dress appropriately for class and presentations. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic, or other penalties. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Any disruption and at instructor's sole discretion the student may be asked to leave the classroom and this will count as an unexcused absence.

Netiquette and Communication: All students are expected to behave, email, and post in a professional, business manner during this class. Students are responsible to communicate respectfully and professionally in class and online.

The instructor will send out class information and other material through email to each student's FSU email address. Each student should check their email every weekday since emails to and from FSU addresses are considered official university communication and should be treated as such. If a student decides to forward their FSU email to another email address, it is the student's responsibility to make sure the other email account is able to and can accept forwards from the FSU email address. All email communication between student and professor should be done in a professional manner. Please only send email to my FSU email address.

Academic Dishonesty: Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to (1) using or attempting to use unauthorized materials on any assignment or exam; (2) falsifying or inventing of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or (4) plagiarism. Plagiarism is presenting the words or ideas of another person as if they were one's own. Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, resubmission of the work, make-up exam, failure of the course, or expulsion from the university. In-classroom and online activities are expected to follow university guidelines concerning student conduct and academic honesty.

Intellectual Property: Some material from the textbook publisher and other resources are protected by copyright and is for classroom purposes only under "Fair Use" and are available in the Online Classroom. All course materials are copyright protected and may not be copied or duplicated outside of the Online Classroom or reprinted.

Likewise, without written permission of the instructor you may not record audio or video recording(s) of the lecture or lab sessions, and you may not reproduce, publish, or distribute course handouts, computer programs/graphics, assessments/tests or classroom materials. No publishing lecture notes, quizzes or ANY information about the course on any web site, blog, or web page or other print or electronic format. Violation of this policy may result in an F in the course, if the violation occurs after the course is ended, students are still subject to the University code of conduct and may still be reported for violation of that conduct. (No no posting content to Chess or other online sources.)

Illegal Activity: At FSU, we value being an "Ethical Community" Illegal activity includes 'attempting' to access the instructor data or resources; web sites, servers, computers or any other instructor- or University-owned computer technologies. Any 'illegal' activity on third-party servers or computers, using University-owned computer technologies (including the University network) will not be tolerated and is illegal and may be subject to criminal prosecution. The instructor may report any illegal activity to the University and/or the police.

Student Voice: Students are valued at Ferris State University, Ferris State University is committed to assuring a supportive process that invites student Procedure In Expressing Student Concerns in a manner that promotes a positive learning environment. The purpose of the appeals process is to validate that the attendance and course policies have been fairly and equitably administered. We also provide students opportunities to provide feedback not only at the end of the course, but also throughout the course.

Grade Appeals: Students are required to discuss a grade appeal first with the instructor during office hours, to confirm the grade data is accurate and correctly calculated. Students are responsible for keeping track of their own grades. Any disputes must be made to the instructor within 1 week of the assignment being graded and returned to the student, or the appeal will be denied! If the student chooses, the student may then file a formal appeal after the course grade has been submitted. Grade Appeals are separate policies exist for appealing a grade. You will find the grade appeal process here: https://ferris.edu/HTML5/administration/academicaffairs/Forms_Policies/Documents/Policy_Letters/AA/Grade-Change-Appeal.pdf

TECHNOLOGY POLICIES

Use of Technology During Class: Students may use your computer in class to take notes, or classroom – related learning activities. Using computer technology in class for anything other than taking notes or class assignments is prohibited.

Computer Lab Access: Students will be using the university or department computer labs. These are not private computers. Do not change any of the settings on the local computer or the virtual machines, unless instructed to during class. Comply with ALL University and department policies and procedures, including information technology policies with respect to usage of the department computer software, computers and lab rooms. Students are responsible to protect the lab passwords. Sharing the password, allowing any student not in this class or an unauthorized user onto the computers in the computer labs, is against policy and may subject you to failure in the course and disciplinary actions. Failure to comply may result in failure of the course. (For example, deliberate destruction of computer equipment, computer hacking or attempting to circumvent computer security or authentication programs, etc.) Breaking the law with respect to software copyright may result in failure in the course.

Software Access: Students are exposed to different software applications and techniques and participate in learning activities using software applications. All required software is available free by download. The software in the course or downloaded may not be used for any commercial work, as that is a violation of the license. Students should have access to Office 365 from the University.

Backing Up Your Files: Students are responsible for backing up your own files. You should use a USB-3 portable hard drive to backup your server file regularly. Please note, crashing and breaking the server software will not be an excuse for not turning in your assignment on time. So always keep backups. Weekly backups are recommended. We do not provide technical support for individual student-owned computers.

You may not 'leave' your files on the Desktop or on the computer unless directed to by the instructor. When you are finished using the computer, please copy your files to your USB flash/portable hard drive or email them to yourself. Then remove your files from the computer and empty the trash. Students are responsible for backing up their own files.

Microsoft Imaging: Microsoft Academic Alliance (MSDNAA) distributes free software (formerly known as DreamSpark) through the Imagine website at <https://imagine.microsoft.com/>. Do not provide your login password or activation codes to anyone. Violation of the license agreements is cause for failure in the course and potential legal consequences.

Technology Support: Please contact the Technology Assistance Center (TAC) to request IT assistance. The TAC Service Desk is available 24/7 via phone at 231.591.4822 or 877.779.4822. When you call TAC you should request a work order number to assist you in tracking the work order. The email for non-emergency matters is TAC@ferris.edu. The IT staff publishes a wealth of information on the Ferris State University website at <https://ferris.edu/it/>. Regional offices do not have access to your ID and password information. Please realize that IT support cannot help you with your homework or for software or hardware support within the lab. If you have difficulty within the lab with hardware or software, please contact the instructor.

Student Email: Email is the primary means of contact among the University community. This includes notifications of class cancellations, activities, issues, and so on. For this reason, faculty and students are encouraged to use FSU email for all University-related correspondence on a regular basis. If you are new to FSU, please contact the TAC for assistance.

Software Requirements: The University provides many places to access computers. Students are expected to have access to the following software outside of class:

You will need Adobe Acrobat Reader [in order to](#) view course content. You may alternatively submit assignments as PDF documents in Blackboard.

- ❑ Adobe Privacy Policy is located at <https://www.adobe.com/privacy/policy.html>
- ❑ Adobe Accessibility Policy is located at <https://www.microsoft.com/en-us/accessibility> and accessibility resources at <https://www.microsoft.com/en-us/accessibility>
- ❑ Adobe Technical Support is located at <https://helpx.adobe.com/support/reader.html> and <https://helpx.adobe.com/reader.html>

Students will need to use MS-Office 2010 or later for PC users (or 2011 or later for MAC users) to read course content and submit assignments. Microsoft Office 365 is acceptable. You may download Office 365 free as a student. Additional information can be found at <https://ferris.edu/it/howto/downloadofficefree.htm>. Using Open Office for Excel homework may not work, as there are required features that may not be available. More on this will be discussed in class.

- ❑ Office 365 Help <https://ferris.edu/it/howto/office365help.htm>
- ❑ Downloading Office 365 for students - <https://ferris.edu/it/howto/downloadofficefree.htm>
- ❑ Microsoft Privacy Policy is located at <https://privacy.microsoft.com/en-us/privacystatement>
- ❑ Microsoft Accessibility Policy is located at <https://www.adobe.com/accessibility.html>
- ❑ Microsoft Technical Support is located at <https://support.office.com/>

Students will need access to the Internet with a web browser compatible with and a speed connection sufficient to work in the Connect/LMS and the online classroom. It is becoming more and more difficult to have all Web sites work in one given browser so being flexible and having multiple browsers available will be to your advantage.

- ❑ Google Privacy and Terms Policy is located at <https://policies.google.com/>
- ❑ Google Technical Support is located at <https://support.google.com/chrome>
- ❑ Google Accessibility Help and Resources is located at <https://www.google.com/accessibility/> as well as for Chrome extensions at <https://support.google.com/chrome/answer/7040464?hl=en>, and One-Drive at <https://support.office.com/en-us/article/accessibility-support-for-onedrive-150b12de-25fc-46ba-9c86-131f0bbb15be>

UNIVERSITY POLICIES AND STATEMENTS

Accessibility, American Disabilities Act & Accommodations: Ferris State University is committed to following the requirements of the Americans with Disabilities Act and Section 504 of the Rehabilitation Act. If you are a student with a confirmed disability or think you may have a disability, please contact the Educational Counseling and Disabilities Services office at 231.591.3057 or send an e-mail message to ecds@ferris.edu to discuss your situation further. Please review the University accessibility policies at <https://ferris.edu/HTML5/colleges/university/disability/>. Students registered with Disabilities Services, are never required to disclose their disability. Students, who also plan to request individualized accommodation in this course, are encouraged to contact the instructor as soon as possible for assistance with timely implementation of the accommodation. To protect the integrity of the exam, you are required to schedule the exam to start at the same time as the other students even if you take the exam in a testing center (Unless a schedule change is an approved accommodation by Disabilities Services).

Academic and Student Support Services: Students who do not attend class regularly or perform poorly on class projects/exams may be referred to the academic support services for assistance. Please refer to the College of Business Syllabus Addendum for academic and student support services and contact information.

DISCLAIMER

You are responsible for all information contained in the syllabus and for any changes in the syllabus or schedule, which will be reviewed in class. This syllabus is provided to you as a guide for the class content and expectations this semester. It is not a contract, and is subject to change as necessary. In addition to ever-technology changing, from term to term other external situations as well as University events may affect the Course Schedule and other planned classroom learning activities and assessments. The instructor reserves the right to make any changes in the course as the instructor determines as necessary including the content of the course, schedule of topics, lectures, assessments. The instructor will communicate in a class announcement any new or special items added to the course, changes in the topics, readings or schedule or other important information. Every syllabus has a schedule of activities and assessments. All changes will be announced in class or in the online classroom. The instructor reserves the right to make any necessary changes to the schedule at ANY time at the instructor's discretion in order to accommodate the class and University needs.

Note that the Buy Projects will require you to present your findings. All students must participate in the presentations. You must include the URL of your video with your presentation. You may share the video as private just with me, or the URL. The goal of this course is to help you understand how IT impacts companies and how it can be leveraged to improve competitive advantage and help companies meet their goals. The discussion assignments are weekly and will be provided in class and online in Blackboard. The topics will vary, such as creating basic spreadsheets and web sites to working with data. This will be focused on how you as a manager can use the information technology be better in business, not to make you an IT professional.

#	Week	Unit	Readings(Textbook)	McGraw Hill Connect Due Sundays at 11:30 pm	Group Project Due Dates	Exams and Individual BUY Project Due Dates
1	8/27	1	Syllabus and Lab Orientation Appendix A – Hardware & Software Basics	Signing in and Navigation in Blackboard, MHLMS Connect Appendix A – LS (Due 9/9 at 11:30 pm)		Activity 2 – Student BIO Project – 8/31 11:30 pm.
2	9/3		Ch. 1 – Business Driven MIS	Ch. 1 – LS & Video Mods	Activity 1 - Activity for Appendix A 9/9 at 11:30 pm	Group Signup 9/5 at noon
3	9/10		Ch. 2 – Decisions & Process: Value Driven Bus.	Ch. 2 – LS & Video Mods	Group Project 1 of 3 Wed 9/12 at noon.	Individual Buy Project 1 of 3 (BUY Proposal) due 9/16 at 11:30 pm Exam 1- 9/16 11:30 pm
4	9/17	2	Ch. 3 – E-Business	Ch. 3 – LS & Video Mods		
5	9/24		Ch. 4 – Ethics and Information Security	Ch. 4 – LS & Video Mods		
6	10/1		Ch. 5 – Infrastructures: Sustainable Tech.	Ch. 5 – LS & Video Mods	Group Project 2 of 3 Due Wed. 10/3 at noon.	Individual Buy Project 1 of 3 (BUY EXCEL) due 10/7 at 11:30 pm Exam 2- 10/7 11:30 pm
7	10/8	3	Ch. 6 – Data: Business Intelligence	Ch. 6 – LS & Video Mods		
8	10/15		Ch. 7 – Mobile Business	Ch. 7 – LS & Video Mods		
9	10/22		Appendix B – Networks & Telecommunications	Appendix B – LS & Video		Midterm grades due 10/22
10	10/29	4	Ch. 8 – Enterprise App.: Bus. Communications	Ch. 8 – LS & Video Mods	Group Project 3 of 3 Due 10/6 4 pm	Exam 3 – 11/4 11:30 pm.
11	11/5		Ch. 9 – Systems Development & Project Mgmt.	Ch. 9 – LS & Video Mods		
12	11/12		Appendix C – Designing Databases	Appendix C – LS & Video		
13	11/19	5	Web Technologies for Business Handouts provided			Exam 4 – 11/25 11:30 pm.
14	11/26		No classes on Wednesday or Thursday for this course!	Group Work Day in class.	Thanksgiving Holiday!	
15	12/3		Final Exam Review In-Class Presentations	Presentations	Group 4 of 4: Info. Systems in the World 12/5	BUY Presentation due and must be submitted to Blackboard by 12/3 at 11:30 p.m. EST
16	12/10		Final Exam – Comprehensive Due Monday, 12/13 at 11:30 p.m. EST	BUY project due Wed. 12/12 11:30 p.m	Refer to the University Exam Schedule https://ferris.edu/htmls/academics/final-exam-schedule.htm	

Ferris State University

Course: MGMT 310 – Small Business Management (3 credit hours)

Semester: Fall 2018

CRN: 81713

Campus/Location: Big Rapids/Business Building

Meeting Days, Times and Location:

Tuesdays & Thursdays, 3:00pm – 4:15pm, BUS 206

Course Start Date: August 27, 2018

Final Assessment Date: Week of December 10, 2018 (Exact date and time to be determined)

Instructor: Dr. David A. Brown

Office Location: BUS 364

Office Hours: Consult online directory at <https://www.ferris.edu/directory/>

Office Phone: (231) 591-2430

Mobile Phone: (517) 526-3754

E-Mail: DavidBrown@ferris.edu

Twitter: [@DrDavidABrown](https://twitter.com/DrDavidABrown)

Blog: fsuriskandinsurance.wordpress.com

Skype ID: [DrDavidAllenBrown](https://www.skype.com/people/DrDavidAllenBrown)

Instructor Professional Biography

Associate Professor, Ferris State University, 2013-present

Adjunct Professor, Davenport University, 2011-2013

Vice President of Operations, [Ebix](http://ebix.com) BPO, 2008-2013

CEO/Founder, Management Technology Services, Inc., 1993-2008

CEO/Founder, [Rivertown](http://rivertownbookstore.com) Bookstore, LLC, 2002-2009

Risk Management, Meijer, Inc., 1990-1993

Underwriter/Analyst, CIGNA P&C Insurance, 1987-1990

Doctor of Business Administration, Technology Entrepreneurship, Walden University

Master of Business Administration, Grand Valley State University

Bachelor of Arts, Socioeconomics, Michigan State University

Associate of Risk Management, Insurance Institute of America

Associate of Automation Management, Insurance Institute of America

Licensed Producer for Property, Casualty, Life, and Health Insurance, State of Michigan

Course Description

This course explores the concepts, structure and choices involved in Small Business Management. The student will use this text as a reference to the many facets involved in selecting, starting up and managing a small company. We will spend the first few weeks identifying a business concept to pursue, and then proceed to develop a business plan for that enterprise. Over the course of the term, we will be defining and refining the elements for running a business of the student's choosing.

Learning Outcomes

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

1. Understand the legal forms a small business can take, where the ideas come from for starting a business from scratch, or whether to own and operate a franchise, family-owned enterprise or purchase an existing business.
2. Discuss legal, ethical and environmental aspects the small business owner encounters in day-to-day operations.
3. Create a business plan for an enterprise of their choosing. The business plan will require the students to create the marketing (product, promotion, distribution, and pricing), finance, legal, management, operations, human resources and risk assessment sections of the business plan.
4. Identify the resources that are needed, where resources can be obtained, and understand the use of inside and outside resources for the functioning of their business.
5. Identify the sources of information for starting and operating a business in the state of Michigan.

Required Textbooks and Additional Materials

ISBN: 9781260219456 (looseleaf/text)
Entrepreneurial Small Business, 5e
Katz, J. & Green, R.
McGraw-Hill/Irwin

OR

ISBN: 9781259573798 (hardcover)
Entrepreneurial Small Business, 5e
Katz, J. & Green, R.
McGraw-Hill/Irwin

Please BRING YOUR TEXTBOOK to all class sessions.

Academic Integrity

As a matter of ethical behavior that is expected in all academic and business dealings, your academic work must adhere to the principles of honesty and truth. The work that you submit must be a fair representation of your ability, knowledge, and skill. Furthermore, your conduct and behavior throughout this course must be honest, respectful, and constructive at all times. The following are examples of serious violations of academic integrity:

Plagiarism: Your work must be original and genuine, and any material from other sources must be properly cited. Any work that is discovered to be otherwise, will receive no credit. Such offenses may also be reported to Ferris State administration for potential further action, up to and including dismissal from the University.

Cheating: Any other action that dishonestly portrays your ability, knowledge, and skill, or otherwise deceives the instructor or classmates is considered cheating. A non-exhaustive set of examples include such things as cheating or helping others to cheat on tests or assignments, signing in absent classmates, and dishonestly requesting consideration from the instructor. Cheating can result in loss of points, failure of the course, and perhaps dismissal from the University.

Student Responsibilities

Students are expected to comply with all University policies and procedures at all times.

All students must complete the final assessment for the course, such as the final exam, project, or presentation. **Students who do not complete the final assessment will receive a grade of F.**

Students are expected to **be prepared for each class session**. Please read assigned material with the expectation that you will be called upon to explain it to your classmates, and/or subjected to an unannounced quiz.

Successful business requires professional and respectful behavior. Oftentimes, there is no single correct answer or solution to a particular business discussion. Disagreement and debate can and should be constructive, but above all, it must be **respectful**. You will be evaluated not only on the substance of your class contributions but also on the manner by which you conduct yourself. Lack of respect, inappropriate tone, and/or negativity towards anyone in the class will have an adverse effect on your performance in this course.

Students **must meet all due dates** for course activity, assignments, and tests. Business planning requires timely action, lest opportunities pass you by. Lateness of any student work will be factored into the evaluation of that work, incurring a penalty of 10% per day. Work more than one week late will receive zero credit. Assignments due in the final week of the semester may not be late as this will immediately result in zero credit for the work.

Notify instructor of **extenuating circumstances** that are outside of your control **PROMPTLY**. Notifications of an extenuating circumstance just before a due date will rarely garner sympathy from the instructor. Notifications after a due date has passed are even less likely to be accommodated. Please plan ahead and communicate early when special circumstances arise.

Students are responsible for having the necessary **technology and technical skills** to complete the requirements of this course. Except for verified Blackboard outages, computer and internet connectivity problems are not valid excuses for missed or tardy work of any kind. Blackboard help is found here: <http://www.ferris.edu/blackboard>. For general

technical support, contact the Ferris Technology Assistance Center at <http://www.ferris.edu/techsupport/> or (231) 591-4822.

Course Delivery Method

This course uses a “**blended in-seat with online**” delivery format. This means that students should expect to devote time outside of class sessions to complete activities that are facilitated through the online Blackboard classroom for this course. Such online activity is in addition to and not in lieu of assignments, in-seat activities, and other academic rigor of the traditional classroom format.

Additional Resources

Academic Support Center: www.ferris.edu/asc

Writing Center: www.ferris.edu/writingcenter

Disability Services: www.ferris.edu/colleges/university/disability

Online Learning Tutorial: www.ferris.edu/HTMLS/online/prepare/index.htm

Online Learning Readiness: www.ferris.edu/HTMLS/online/prepare/ready.htm

Online Learning Etiquette: <http://www.ferris.edu/HTMLS/online/prepare/etiquette.htm>

Attendance Requirement

- Attending every class is an expectation for this course, both from a professional point of view and for maximizing learning through active participation. Therefore, all students are expected to attend all scheduled classes. Further, all students are expected to be punctual and to stay for the entire duration of the scheduled class period.
- Instructor may use an attendance mechanism (e.g., sign-in sheet, roll call, quizzes with a “no make-up” policy) and absences may detract from the final grade.
- Examples of excused absences: University-sponsored events, illness, jury duty, bereavement – all require proper documentation, in advance when possible. Quizzes may not be made-up, even for excused absences. See later section in this syllabus for an explanation of how missed quiz points due to excused absences are offset.
- Examples of unexcused absences: Work, oversleeping, other class conflicts, undocumented illness, forgetfulness, bad weather (unless class is cancelled), computer problems.

Ferris State University

Course Syllabus

MGT 301

Principles of Management

Instructor: Kayla Slezak
E-mail: slezakk@ferris.edu
Phone: 989-560-7604 Cell
Office: 218 IRC
Office Hours: Tuesdays 1030-12, Thursdays 1030-12 and 3-4

Course Description:

A description and analysis of business activities designed to manage an organization to efficiently serve employees, customers, and the community. Topics studied include planning, organizing, leading, and controlling; the business environment, business institutions, government regulations, organizational structure, human resources, human behavior, and current practices. Designed to meet the needs of graduates and employers in the global economy.

FSU Disability Services: FSU provides students with disabilities reasonable accommodation to participate in educational programs, activities or services. Students with disabilities requiring accommodations to participate in class activities or meet course requirements should contact me as early as possible.

Academic Dishonesty: All tests & materials are the property of your instructor. Written or other work which a student submits must be the product of her/his own efforts. Plagiarism, cheating and other forms of academic dishonesty, including dishonesty involving computer technology, are prohibited. NOTE: Not citing your work properly in APA format is a form of academic dishonesty and will be taken seriously.

Instructor Expectations: Your Instructor has the following expectations:

1. Any incident of academic dishonesty will result in an automatic "E" in this course. Do not engage in plagiarism; your work must be properly referenced using the APA format. If you are not familiar with APA format, use the writing center or online resources. It will severely hurt your grade if you do not follow APA for all written assignments. There are examples of APA in blackboard for you to review and use! You must ALWAYS use Microsoft WORD. I will not review or grade anything not completed in WORD format.
2. That you will not use your computer or phone in class. It is very disrespectful and distracting. You may step outside of the classroom at any time to use your phone at your discretion. Caught using your phone/computer will result in you being removed from the class for the day and losing attendance points for the day as well. Continued use and repetitive discipline may result in failing the course.
3. You are expected to check your e-mail and Blackboard daily. Changes in the schedule for this class, as well as syllabus changes may occur often and you are responsible for checking email to keep up to date with all updates. Updates will also always be on blackboard.
4. That you will attend class and be ON TIME! One of my biggest pet peeves is people who are late. In the event the door is closed and locked you will not be allowed in and it will count as an absence.
5. That you will meet your obligations for this class by the DUE DATES and take exams as scheduled.
6. That you will be a respectful student. Listen, respect the speaker, ask questions, and make comments. Be an active participant in class.
7. That you will have read the chapter to be discussed prior to coming to class. Think of this class as your job; would you come unprepared to work for an important meeting?
8. That your written work will be expressed clearly. If your writing skills are less than you would like it to

be, use the Writing Clinic or the English Writing Center. Staff at these locations will review your written work and make suggestions about improvement. They are very helpful, please use them when needed!

9. That you will have fun and learn something interesting or useful to use in your future careers.

Online Communication Netiquette: Pay attention to the following when you are communicating with me or your peer students online with e-mail and via text.

1. If you text me, it must be during reasonable hours and not past 9pm. Also you need to include your name and class in your text or I will likely not respond. Remember communication richness. If your questions are complicated or include too much text, call me, do not text.
2. Always use a descriptive subject line when e-mailing along with giving your name. When creating a new message or replying to a message, use a descriptive subject line that reflects the content of your message. If you do not do this, I will not reply to your e-mails. Meaning...you can't just put "question" as your subject in an email message to me.
3. Write in short paragraphs. If you have lots to say, break it down using smaller segments. This makes things easier for the readers.
4. Do not write in all uppercase. ALL CAPS MEANS YOU ARE SHOUTING although you may not mean it.
5. Use emotional symbols (☺, ☹, :-), :-P) to indicate the tone of your voice. It is often hard to tell the emotion of a text-based message. Use emotional symbols to give your message a little social touch. ☺
6. Respect others. Like all communication and discussion occasions, use your professionalism and talk to others with respect. Unprofessional messages will be removed.
7. People in this course may come from places around the world, so be respectful to other cultures and languages. Be careful with sarcasm.

Methodology:

The format for this course will include lecture, panels, speakers, group and whole class discussion, independent and group experiential activity, as well as individual and group reflection of work and philosophies. Case analysis of current managerial practices by managers, video examples, guest business and human resources professionals will be included.

Direct Learning Objectives

- Course Outcomes & Assessment Plan;
- Assess the effectiveness of the laws affecting the employment relationship.
- Use the process of job analysis in creating legal job descriptions and specifications.
- Identify reliable and valid selection devices (e.g. employment tests, interviews, etc.).
- Examine the methods and process of performance appraisal.
- Evaluate various approaches to compensation and benefits.
- Apply the principles of High-Performance Work Systems.
- Identify various methods of training and development.

- Understand the function and importance of safety and health issues in today's workplace.

Textbook:

MGMT, 11th Edition by Chuck Williams. You can get the 10th edition of this book it will just have different examples and will not come with the online additions that are helpful but not mandatory for this class.

Points:

Attendance (50 points)	50 points
Participation (50 points)	50 points
Exams (3 @ 50 points each)	150 points
Discussion Boards, In-Class Quizzes, etc	50 points
Written Assignments (2)	100 points
Team Project	100 points
Total	500 points

Your final semester grade is on a percentage scale (points earned / total points) as follows:

94% and above A	77-79% C+	60-63 D-
90-93% A-	74-76% C	59% and below E
87-89% B+	70-73% C-	
84-86% B	67-69% D+	
83-80% B-	64-66% D	

Course Requirements & Assignments

1. Attendance/Participation = (100 points)

Attendance (50 points of 100 total) is defined as: being in class – on time – with your textbook and the required knowledge to participate in group activities and discussions. Otherwise, you are absent. Attendance is mandatory no matter what your situation. **YOU ARE ALLOWED 1 ABSENCE WITHOUT PENALTY.** You will lose 10 points for each additional class missed. You will also lose points if any assignment worth points was completed in class. Please discuss extenuating circumstances with me. No make-ups. It is not the instructor's responsibility to bring you up to speed after not attending class. Three absences (50 pts) or more WILL result in an automatic failing grade.

(5 days / 31 class sessions or days = 16%; 16% x 250 work days/year = 40 unexcused work days per year).

Participation (50 points) is defined as being in class and actively and routinely taking part in class discussions and activities. For each class, you should be prepared by having carefully read the assigned readings beforehand, show up with talking points for discussion, being attentive, respectful of others, provide constructive criticism, and ask questions when you do not understand something. Class will be more interesting and thought provoking when the entire class participates in the discussions. In addition, it is okay to bring other related materials or real-world examples to class to share. *Be professional in class; as a rule, if you wouldn't do it in a business meeting with executives present, don't do it in this class.*

2. Exams 3 @ 50 pts each = (150 Total)

We will have three exams. The type of exams given will vary. No make-up exam dates will be offered. Exams are taken in class only. You will be given a study guide prior to exam day. You can turn in your completed study guide prior to the exam for extra credit points which go toward your exam score.

3. Discussion Boards/In-Class Quizzes (= 50 points total)

Sharing information leads to new ideas, and the best way for us to learn is from each other. This will be completed with online discussion boards. Start with a response to each forum question, and start conversations with your peers. Points are earned for responding to each discussion forum and for replying to fellow participants.

1. Note that no points will be earned for discussion responses posted after the week ends. Messages that do not provide new insights or do not promote critical thinking will not be included in grading. For example: a one-sentence message "I agree" will not be considered as a meaningful reply. You messages need to reflect on your understanding of the readings and materials and/or share your own perspective and experience.
2. In-Class quizzes will be random and will use a program called Kahoot to be used on your mobile device which means you will need a smart phone or similar in class.
3. In-Class quizzes cannot be made up for points. Discussion boards will be given a week to complete. After the week is complete, no late submissions.

4. Written Assignments 2 @ 50 = (100 Total)

Two written assignments are due throughout the semester. A link on Blackboard is provided for thorough information on each assignment including instructions and a rubric for each. All written assignments have a link in blackboard to submit your work. I will not accept emailed submissions. All work is due by 11:59pm on the due date. Written assignments are to be completed individually and must be in Microsoft WORD. Rubrics identify APA expectations. All written assignments must include in text citations. Late submissions will receive one letter grade deduction for each late day. After 5 days it will not be accepted for a grade.

5. Team Assignment = (100 Total)

A list of team options will be given early in the semester along with assignment of teams and a rubric. This assignment will include much autonomy for you to utilize your personal strengths to make a "team" work effectively.

MGT 301 Schedule TR

Subject to change as needed and at the instructors' discretion

Date	Topics	Assigned Readings	Activities/ Assignments
8/28	Syllabus Overview		Introduction
8/30	Management Theory, Evolution, History and Background of a successful Manager	<u>Ch 2</u>	
9/4	The Exceptional Manager	<u>Ch 1</u>	
9/6	Organizational Culture, Structure and Design	<u>Ch 3</u>	
9/11	Managing Ethical Responsibilities	<u>Ch 4</u>	

9/13	Managing Ethical Responsibilities	<u>Ch 4</u>	Written Assignment # 1 Interviewing Managers DUE Friday 9/14 @ 11:59pm
9/18	Planning Foundation of Management	<u>Ch 5</u>	
9/20	Exam Review in Class	Exam Review in Class	Exam Review in Class
9/25	Exam 1	Exam 1	Exam 1
9/27	Strategic Management and Grand Plans	<u>Ch 6</u>	
10/2	Org Change and Innovation, Lifelong Challenges	<u>Ch 7</u>	
10/4	Designing Adaptive Organizations	<u>Ch 9</u>	
10/9	Teams, Increasing Cooperation, Reducing Conflict	<u>Ch 10</u>	
10/11	Teams, Increasing Cooperation, Reducing Conflict	<u>Ch 10</u>	
10/16	Teams, Increasing Cooperation, Reducing Conflict	<u>Ch 10</u>	PRESENTATIONS
10/18	Teams, Increasing Cooperation, Reducing Conflict	<u>Ch 10</u>	PRESENTATIONS
10/23	Teams, Increasing Cooperation, Reducing Conflict	<u>Ch 10</u>	PRESENTATIONS
10/25	Teams, Increasing Cooperation, Reducing Conflict	<u>Ch 10</u>	PRESENTATIONS
10/30	Exam Review in Class	Exam Review in Class	Exam Review in Class
11/1	Exam 2	Exam 2	Exam 2

11/6	HR, Getting the Right People for Managerial Success	Ch 11	
11/8	HR, Getting the Right People for Managerial Success	Ch 11	
11/13	HR, Getting the Right People for Managerial Success	Ch 11	
11/15	Managing People as People, Diverse Workforce	Ch 12	Written Assignment # 2 Managing a Diverse Workforce Due Friday 11/16 @ 11:59pm
11/20	Managing People as People, Diverse Workforce	Ch 12	
11/22	No Class Thanksgiving	No Class Thanksgiving	No Class Thanksgiving
11/27	Achieving Superior Performance in the Workplace	Ch 13	
11/29	Becoming a Manager to Becoming a Leader	Ch 14	
12/4	Exam Review in Class	Exam Review in Class	Exam review in Class
12/6	Exam 3	Exam 3	Exam 3
Finals	Finals Week-	Finals Week	Finals Week



Team Dynamics/Organizational Behavior – MGMT 302

Instructor: Dr. Leslie Sukup

Student/Office Hours: Monday/Wednesday 8:30 -10:00 and 1:00 – 1:30, BUS Room 303.
I am also available by appointment at other times of the week, as well as by phone, text, or e-mail.

Office: BUS 303

Contact: 231-591-2044

Text: 231-660-1754 (feel free to text me anytime)

E-mail: LeslieSukup@ferris.edu or within Blackboard course

Textbooks: Robbins S. P., & Judge, T. A. (2017). Organizational Behavior (17th ed.). Upper Saddle River, NJ: Prentice Hall. **NOTE: You may also use the 16th edition of the textbook instead of the 17th edition.**

Rogers, M. G. (2017). You are the Team: 8 Simple Ways Teammates Can Go From Good to Great. Lexington, KY.

Course Description:

This course explores the fundamentals of individual (e.g., attitudes, emotions, personality, perception, and motivation) and group/team (e.g., communication, leadership, power, politics, and conflict) behavior in contemporary organizational settings with an emphasis on the importance of functioning well in a team-based environment.

Course Outcomes:

By the end of this course the student should be able to:

1. Assess the role of individual factors (i.e., attitudes, emotions, personality, and perception) in the workplace.
2. Examine the methods and processes of motivation.
3. Develop a plan for managing your work and non-work lives.
4. Assess the impact of various structures and cultures on organizations.
5. Apply the principles of effective teamwork in a team-based environment.
6. Evaluate performance in a team-based environment.

Blackboard learning environment: Each class participant is expected to read materials and chapter assignments prior to class. All course related materials – syllabus, notes, etc. – will be available on the Blackboard course page. Please familiarize yourself with the system as each student will be responsible for obtaining the electronic notes through that system. You will want to check the site frequently for announcements reminding you of new resources and upcoming assignments.

Student/Instructor Conversations: Students keep in touch with the instructor via course messages, e-mail, text messages, or telephone calls.

Class Policies and Expectations

Classroom Conduct: When participating in this course, it is essential that we maintain a professional demeanor that is consistent with what is expected in the corporate workplace. Disagreeing with another's opinion is fine – it's okay to "agree to disagree" – however, the professionalism of the tone and manner in which the posts are written or voiced need to be upheld. When responding to a post or student in class, each student needs to be courteous and respectful of one another's opinions and insights. For instance, "You are wrong, I am right." is not an acceptable response. A more appropriate answer may be "I respect your opinion; however, my experience has been..." . Keep in mind that appropriate class and workplace conduct can result in a "win-win" situation for everyone involved. It is my objective that you not only learn the principles presented in the class, but you learn from each other.

Netiquette: It is very easy for comments to be misinterpreted in the electronic environment since we can't see each other's faces for visual cues. It has been estimated that 80% of interpersonal communication is non-verbal and conveyed through facial expressions and body language. Since we don't have the luxury of the non-verbal cues, we must be especially careful in the words we choose.

Online Expectations: I plan to offer you a valuable learning experience, and expect us to work together to achieve this goal. Here are some general expectations regarding this course:

- 1.) Each student as a Ferris e-mail account. If you wish to use a different e-mail address for this course, please **change your e-mail address in Blackboard**.
- 2.) Readings, discussion forum participation, and written assignments must be completed according to the class schedule. If business travel will takes you away from regular participation, please let me know about these dates in advance.
- 3.) It is essential that all students actively contribute to the course objectives through their experiences and working knowledge of business.
- 4.) Assignments must be completed to an adequate standard to obtain a passing grade. Requirements for each assignment are detailed in the syllabus.
- 5.) Be prepared to log into Blackboard at least once each day. Please focus your on-line correspondence within the appropriate Blackboard discussion forums so that your colleagues can learn from you.

At the end of the course, you will be invited to participate in a University evaluation of this course. Your feedback is important to the University and to me as an instructor. I encourage you to participate in the evaluation process.

Instructor Information: It is important for you as students to know what to expect from me as your instructor:

- 1.) I will be available to you via e-mail and phone, and will promptly reply to your messages – usually within 48 hours or sooner.
- 2.) I will be available to you for face-to-face appointments as requested.
- 3.) I will maintain the Blackboard course web site with current materials, and will resolve any content-related problems promptly as they are reported to me.

- 4.) I will send out a weekly e-mail update to all class members to guide upcoming work and remind you of assignment due dates.
- 5.) I will return all assignments to you promptly (usually within a week or so of the due date), and include individualized comments and suggestions with each assignment.
- 6.) I will hold our personal written or verbal communications in confidence. I will not post any of your assignments for viewing by the class without requesting your approval in advance.
- 7.) I will treat all members of the class fairly, and will do my best to accommodate individual learning styles and special needs.

If any of these points need clarification, or when special circumstances arise that require my assistance, please contact me so that we can discuss the matter personally.

PRACTICAL GUIDELINES FOR CLASS LOAD EXPECTATIONS

A three-credit course generally requires at least nine hours per week of time commitment. Here are some practical guidelines to help schedule your time commitments for this online course:

- Be realistic about the amount of time required to do the coursework. In a normal 15 week semester course, you should plan to spend three hours per week for each credit hour or 9 hours for each week. In total, this amounts to committing 135 hours of your time to successfully complete all readings, activities, assignments, and texts as described in this syllabus.
- Using time management in this course will be essential to being successful.
- You should organize your remaining time to roughly correspond with the point value of each major assignment.

These guidelines may not reflect the actual amount of outside time that you – as a unique individual with your own learning style – will need to complete the course requirements. The number of hours each week will vary based on assignment due dates, so please plan ahead to ensure that you schedule your academic, work, and personal time effectively.

Learning Methodologies:

Each class participant is expected to read materials and chapter assignments prior to class. All course related materials – syllabus, notes, etc. – will be available on the Blackboard course page. Please familiarize yourself with the system as each student will be responsible for obtaining the electronic notes through that system. Applications of the concepts will include, case studies, exercises, videos, etc.

Written Work Expectations:

All written work for MGMT 302 must be presented in a professional style, and follow basic principles of effective written communication. Assignments:

- 1.) Must be typed in Times New Roman or Arial 12 point font and no more than the assignment states.
- 2.) Your name must be on the first page along with the assignment title.
- 3.) Each student needs to supply the instructor with an electronic copy of each individual assignment. Assignments submitted after the due date will automatically receive a 20% deduction in the score. See the late policy below. The electronic copy of the same

assignment needs to be submitted via the Safe Assignment link provided in the Blackboard system on the date the assignment is due.

- 4.) For your protection, it is your responsibility to retain a copy of any materials that you submit or hand in to me.

Classroom Courtesy:

The instructor intends to give full, uninterrupted attention to student questions, answers, opinions and comments. Students are expected to give the same courtesy to the instructor and their fellow students. Cell phones, PDA's, iPods, MP3s, etc. devices should be turned off so as to not create a distraction. Ringing, beeping, buzzing, vibrating, singing electronic devices are a distraction (not to mention rude). Please drop this course if you think you cannot be away from your phone or iPod for 2 hours a week.

Please avoid engaging in any type of disruptive classroom behavior (side-conversations, rude remarks, disrespectful behavior to fellow students or instructor, etc.) as this prevents individuals from the true learning experience. If this behavior is observed you will be asked to leave the classroom as well.

Sanctions:

Academic dishonesty includes plagiarism, cheating, forgery, or other acts that deceive or defraud in regard to a student's own academic work or that of others. Questions of academic dishonesty are reviewed by the Dean of the College responsible for the courses in which they occur. When necessary, cases of academic dishonesty may be referred to the Student Discipline Committee. The usual penalty for academic dishonesty is failure in the course on the first offense and expulsion from the University on the second offense.

Plagiarism:

Each student is expected to present his or her own work. All papers, examinations, and other assignments must be original or explicit acknowledgment must be given for the use of other person's ideas or language. Students must cite their sources using the publication manual of the American Psychological Association (APA) for information that is not their original thought. **A zero will be given if plagiarism is detected for the assignment. There will be no exceptions for this policy. Additionally, an assignment that exceeds the 15-20% amount of directly quoted information (word-for-word information), even though properly cited using the APA format, will receive substantial deductions. Papers that are submitted in both the undergraduate and graduate level courses should be written professionally. This can be accomplished by using the student's original thoughts and appropriately paraphrasing, using the APA format, for all assignments (paper, discussion questions, exams, etc.).**

Examples of plagiarism as it might occur in term papers, research projects, and other written assignments are listed below:

Failure to use quotation marks. All works which is quoted directly from a source should be enclosed in quotation marks and followed by a proper reference giving the exact page or pages from which the quote is taken.

Failure to use the quotation marks, even if a footnote is provided, is plagiarism. Failure to document ideas: When a student uses one or more ideas from and/or paraphrases a source, he or she must give the exact page or pages from which the ideas or paraphrasing were taken.

Failure to provide an exact reference is plagiarism. False documentation: Falsifying or inventing sources or page references is plagiarism.

Late Assignments:

All assignments must be submitted on schedule. The assignments need to be submitted in the appropriate week in Blackboard. The assignments need to be completed using Microsoft Office-compatible software. Assignments that are not received on the due date and without an approved extension, will receive a reduction of 20% each day for three days. After three days they will no longer be accepted for credit. Students should use proper time management to ensure assignments are submitted on the specified due date. **An assignment is considered one day late if it is turned in after the 11:59 pm due date deadline.**

Participation and Attendance:

Regular attendance and punctuality are expected and necessary to attain maximum success in your studies and course grade. Regular class attendance is the obligation of each student, and due to the lecture/discussion format of the class, attendance is highly recommended. Participation points will be based on the student's overall contribution to the class through discussions and in-class exercises. Please see the instructor in the event of extenuating circumstances.

When participating in this course, it is essential that we maintain a professional demeanor that is consistent with what is expected in the corporate workplace. Disagreeing with another's opinion is fine – it's okay to "agree to disagree" – however, the professionalism of the conversation tone and manner needs to be upheld. It is my objective that you not only learn the principles presented in the class, but you learn from each other.

Class Contingency Plan:

The class will continue to meet online through the Blackboard system in the event of a university declared emergency. It is highly advised that students familiarize themselves with the system features and functionality to assist in preparation for an occurrence of this type of situation.

Assignments:

Your final grade will be determined using the following points listed below with no rounding of the final average.

Points are deducted for late assignments. See Late Assignment Policy.

Assignments	Points
Assignments	575
Classroom Participation	80
Team Contract	50
Team Topic Proposal	40
Team Paper Outline	30
Team Rough Draft Paper	50
Team Paper	130
Team Presentation	130
Team Peer Evaluation	100
Team Test	100
Syllabus Quiz	30

Quizzes	270
Total	1,585

Grading Scale (these are percentages)	Letter Grade
95 - 100	A
91 - 94.9	A-
87 - 90.9	B+
84 - 86.9	B
80 - 83.9	B-
77 - 79.9	C+
74 - 76.9	C
70 - 73.9	C-
67 - 69.9	D+
64 - 66.9	D
60 - 63.9	D-
0 - 59.9	F

In-class Participation:

Sharing your personal and/or professional work experiences will enhance class sessions and is necessary for the practical skills we will apply in class. Therefore, attendance is essential. On average, the class has approximately 20-25 in-class participation exercises. **Therefore, it is highly recommended that you attend the class sessions. In-class participation cannot be earned if you are absent for the class sessions.** The in-class participation grade will be based upon the individual student's in-class participation – quality and quantity of the individual participation during class sessions. Two points will be deducted for each absence that is not excused.

What's in the News?

At the beginning of each class a student will be selected to discuss a current news item that is relevant to the current week's learning material. We will then discuss the topic as a class. News items can be found by searching online news articles, watching television, listening to the radio, or by some other relevant way that is conducive to the student. Participation in this event will count towards the in-class participation points.

Personal Development Plan:

See the attachment within Blackboard for assignment instructions.

Team Member Contracts:

For this [assignment](#) your team will develop a detailed team contract to govern your team throughout the semester using the following format:

Goals: The specific goals for the team. Be sure your goals are very clear and specific.

Roles: Identify the roles of each team member. Be sure the roles adequately define each member's responsibilities and include: how the work will be divided, who will take the lead on each assignment, who will be responsible for combining the input of all team members for each assignment, who will be responsible for submitting the assignments in Blackboard, etc.

Norms: The standards for behavior in the team. At a minimum this should include: how and how often team members will communicate, the expectations for responding to other team members, how often and when the team will meet, how the final editing for each assignment will be handled, how decisions will be made within the team, etc.

Performance expectations: The expectations for all members of the team. Be sure to include: intermediate deadlines for submitting drafts (e.g., when the input from each member is due); how the team will deal with noncompliance with the contract, and penalties for non-participation.

These items should be written as bullet lists and be very detailed and specific up front so everyone understands what is expected of him/her. At the bottom of the contract each member needs to indicate his/her agreement with the terms and conditions of the contract.

A few things to think about as you are completing the assignment:

- 1.) Remember these are team assignments so it is important that everyone has the opportunity to provide input and have it given serious consideration for inclusion in the final submission.
- 2.) If someone does not contribute to the assignment that should be noted on the submission. Anyone who does not contribute will not receive credit for the assignment.

Topic Proposal:

For this assignment you will write a one page essay detailing the organization that you would like to research. The organization must have a team dynamic or organizational behavior problem.

Within the essay you must address the following items:

Organization

What team dynamic or organizational problem they have

Why it interests your team to research that organization

Team Research Paper/Presentation:

The Team Research Paper and Presentation is one of the major assignments required for MGMT 302. This assignment consists of two parts: a written report and presentation. The presentation should be made as if you were addressing the senior leadership of the organization your team chose to research. A successful presentation will need to:

- Define the team dynamic / organizational behavior issue
- Identify key pain points of the organization
- Analyze the current work environment and company culture
- Identify 3-4 alternatives/solutions that could be utilized.
 - List the advantages/disadvantages and associated costs with respect to available resources, culture, etc.
- Recommend the most viable alternative/solution and the strategies that the organization could employ to fix the team dynamic / organizational behavior issue

The team research paper should be at least 10 pages, but not more than 15 typewritten double-spaced pages, excluding the title page, references, and applicable appendices, page. **A minimum of ten (10) references are required.** Note, Wikipedia reference is not an acceptable source to use. Points will be deducted if it is used as a reference. The project will be graded based on content, grammar, spelling, and punctuation...**as well as APA format.** The rubric used for grading can be found in Blackboard within the assignment info.

Professional dress/attire is required for the in-class presentations. No jeans, t-shirts, flip flops, baseball caps, etc. Points will be deducted if unprofessional dress/attire is observed. The presentation should be no more than 20 minutes in length.

Team Member Evaluation:

Peer evaluations provide an opportunity for each group member to assess and report the effectiveness of his or her group/team peers in critical performance areas (attendance, cooperation, dependability, etc.). The form can be found in Blackboard within the assignment info.

Team Policies – Firing a Team Member:

All team members are expected to fully and equally contribute to group assignments. If at any time, your team members are experiencing problems with a member of your group who is not contributing, you can recommend firing that member. In order to make this recommendation, your group must reach a consensus on this decision and send me your recommendation along with the supporting rationale. I will make final decisions and communicate my decision to your team in a timely manner.

Once a team member is fired from a group, he/she must interview with other teams to find a new group to work with for the rest of the semester. This must be done quickly since the team should be concentrating on completing portions of the project weekly. If no other teams want to hire the new group member, then he/she will work independently for the remainder of the semester. If I do not hear from teams regarding a termination request, I will assume your teams are performing effectively.

Changes to Syllabus:

Changes to the syllabus or assignments are sometimes necessary throughout the semester and are at the discretion of the instructor. All changes will be communicated to the students.

TENTATIVE CLASS SCHEDULE:

WEEK Beginning	CHAPTER MATERIAL	ASSIGNMENTS DUE
Week 1 8/27	Course Introduction/Syllabus Review Ch. 1: What is Organizational Behavior Ch. 2: Diversity in Organizations You are the Team - Introduction	<ul style="list-style-type: none"> - Syllabus Quiz due by Sunday 9/2 @ 11:59 PM - First Week of Class Exercise due by Sunday 9/2 @ 11:59 PM
Week 2 9/3	Ch. 9: Foundations of Group Behavior	<ul style="list-style-type: none"> - 9/3 (no class) - Quiz 1 (In Class)
Week 3 9/10	Ch. 10: Understanding Work Teams Ch. 3: Attitudes and Job Satisfaction You are the Team - "Be Selfless"	<ul style="list-style-type: none"> - Quiz 2 (In Class) - Team Contracts due by Sunday 9/16 @ 11:59 PM - You are the Team - "What Kind of Teammate are You?" assessment due by Sunday 9/16 at 11:59 PM
Week 4 9/17	Ch. 4: Emotions and Moods Ch. 5: Personalities and Values You are the Team - "Be Trustworthy"	<ul style="list-style-type: none"> - Quiz 3 (In Class) - Team Proposal due by Sunday 9/23 @ 11:59 PM - Emotional Intelligence Activity (In Class) - You are the Team - "Be Selfless" essay due by Sunday 9/23 @ 11:59 PM
Week 5 9/24	Ch. 6: Perception and Individual Decision Making	<ul style="list-style-type: none"> - Personality Exercise (In Class) - You are the Team - "Be Trustworthy" essay due by Sunday 9/30 @ 11:59 PM
Week 6 10/1	Ch. 7: Motivation Concepts	<ul style="list-style-type: none"> - Quiz 4 (In Class)
Week 7 10/8	Ch. 8: Motivation: From Concepts to Applications Ch. 11: Communication You are the Team - "Be Humble"	<ul style="list-style-type: none"> - Quiz 5 (In Class) - Team Paper Outline due by Sunday at 10/14 @ 11:59 PM
Week 8 10/15	Ch. 12: Leadership	<ul style="list-style-type: none"> - Quiz 6 (In Class) - Leadership Assessment Exercise (In Class) - You are the Team - "Be Humble" essay due by Sunday 10/21 @ 11:59 PM
Week 9 10/22	Ch. 13: Power and Politics You are the Team - "Be Positive"	<ul style="list-style-type: none"> - Team Rough Draft due by Sunday at 10/28 @ 11:59 PM - Power Exercise-1 (In Class) - Power Exercise-2 (In Class)
Week 10 10/29	Ch. 14: Conflict and Negotiation You are the Team - "Be Respectful"	<ul style="list-style-type: none"> - Quiz 7 (In Class) - You are the Team - "Be Positive" essay due by Sunday 11/4 @ 11:59 PM
Week 11 11/5	Ch. 15: Foundations of Organizations Structure Ch. 16: Organizational Culture	<ul style="list-style-type: none"> - You are the Team - "Be Respectful" essay due by Sunday 11/11 @ 11:59 PM - Org Chart Exercise (In Class) - Org Structure Exercise (In Class) - Organizational Culture Exercise (In Class)
Week 12 11/12	Ch. 17: Human Resource Policies and Practices Ch. 18: Organizational Change and Stress Management	<ul style="list-style-type: none"> - Quiz 8 (In Class) - You are the Team - "Be Great" essay due by Sunday 12/2 @ 11:59 PM
Week 13		<ul style="list-style-type: none"> - Quiz 9 (In Class)

11/19		
Week 14 11/26	Team Review Team Test	<ul style="list-style-type: none"> • Team Research Paper Due by Sunday 12/2 @ 11:59 PM • Team Evaluations Due by Sunday 12/2 @ 11:59 PM • Team Presentations due by beginning of class on 12/3
Week 15 12/3	Team Research Presentations	<ul style="list-style-type: none"> • You are the Team – “What Kind of Teammate are You?” assessment due by Sunday 12/9 at 11:59 PM • Personal Development Plan due by Sunday 12/9 at 11:59 PM
Exam Week	Exam Week (Team Presentations Continue)	

MGMT 302-001 Exam Day – Tues, Dec 11, 10 – 11:40 AM

MGMT 302-002 Exam Day – Mon, Dec 10, 12 – 1:40 PM

*Schedule subject to changes as determined and deemed appropriate by the instructor.

Additional Important Items/Dates:

The 3rd Annual Conversation on Inclusion ‘The Glass Ceiling: Imaginary or Not?’. All students are welcome to attend. When: Wed, Sep 12, 2018. Time: Social Hour with Hors d’Oeuvres at 5:30 pm / Panel discussion at 6:00 pm. Where: The University Center (UCB 202). Admission: Free.

American Marketing Association 11th Annual Regional Conference ‘Marketing Outside the Lines’. All students are welcome to attend. Friday, Nov 2, 2018. Admission: Free.

SYLLABUS

Fall 2018

MGMT 350 Management Metrics & Decision Making

INSTRUCTOR CONTACT INFORMATION:

INSTRUCTOR: Dr. Catherine S. Browers **TELEPHONE:** 231-591-3145 (Office)
EMAIL ADDRESS: Utilize Blackboard 231-349-9928 (Cell)
OFFICE HOURS: Monday and Wednesday
350-001 08:00 a.m. – 10:00 a.m.
350-002 10:00 a.m. – 11:00 a.m.
350-003 03:00 p.m. – 04:00 p.m.
And by appointment

COURSE DESCRIPTION

The course covers the basic subjects needed by a manager to understand financial statements, the budgeting process, cash flow management, working capital, forecasting, monitoring and controlling capital and expense budgets, pricing strategy, cost analysis, pro forma development, avenues of corporate finance, risk analysis/management, project and corporate level valuations and international finance.

REQUIRED TEXTBOOK AND OTHER REQUIRED MATERIALS

There is no textbook requirement for this class. However, there is a game simulation purchase requirement that will cost you approximately \$29.00 (That's the last price I received from the publisher.). Go to GoVentureCEO.com and create an account. When you purchase GoVenture CEO you will receive a "Subscription Key" that will give you access to the game. Even though you are not working with the "real" simulation until a few weeks into the semester, I think you will find it helpful to register for the GoVenture simulation as soon as possible and play with the game. Your experimentation will not be graded, but you will need to document your game strategies for credit. ☺

GoVenture Simulation: GoVenture CEO is a computer-based model that simulates a small manufacturing company. During the simulation, each decision round will be processed weekly, and will represent one quarter. Each decision round will require you (and ultimately your team) to make several decisions including marketing, human resource, operational, and financial decisions. You will also need to determine how ethical you plan to be during the course of the simulation—yes, you have a choice. The objective of this exercise is to help you experience the basic metric interactions between different functional areas of business without being overwhelmed by a mountain of detail. For this class I have chosen an air conditioning company, which I hope you will find both interesting and educational.

For the first few weeks of the course I want you to take the time to become acquainted with the dynamics of the simulation. At the beginning of the course you will play solo and team rounds in a competitive market. Have fun with this: Spend all of your money and see how that impacts your business, or sell all of your inventory and see what happens.

Later in the course, I will assign you to a team with four or five other students, forming your own company. You will operate as one company in a market with a maximum of five other companies (teams) for the duration of the semester. However, for now I just want you to get used to the simulation. Please do the following:

Review the User Guide. You can access the online User Guide at the top of the GoVenture CEO screen once you login. Reading and understanding the User Guide is important to your success for this simulation. Trust me—ALL the information you need to work with the simulation is in the User Guide. The User Guide, along with solid practice, will help you achieve success.

Video Tutorial. For students who relate better to visual instruction, GoVenture CEO provides a Video Tutorial. However, *don't replace the User Guide with this tool*. The User Guide information is indexed for quick reference, which is something that is not provided by the Video Tutorial.

Student Directions Slides. GoVenture CEO offers a power point tutorial that offers very brief guides for using the GoVenture simulation. It is useful if you are in a hurry, but does not provide some of the information needed to be successful. Think of it as a synopsis that provides an overview of the simulation: A nice introduction, but you must have more to successfully play the game.

Be aware that I can see all of your actions from my side of the simulation. I can see whether or not you have practiced or watched the videos, among other things. Remember, it is your responsibility to learn and understand the simulation, and the only way this can happen is if you invest your time.

Given the nature of the course, computer access to Blackboard is required. This is not an option! If you do not have access at home, plan to utilize the internet resources at the Flite facility or your local library. Just remember that once you have completed your solo practice you will be operating as a member of a team, no longer the lone ranger. Your ability to communicate effectively will be important to your teammates.

CLASS FORMAT

This is a fully on-line course format that will be presented to learners over the full 15 weeks of the semester. Again, it is critical that students have computer access to Blackboard in order to complete the required assessments. Course interaction will take place between the teacher and the learner, as well as the learner and other learners.

This is a metered course, which means content will only be made available one week at a time, so all students stay on task with the same content each week. This is especially important when we get into teams. This also enables questions to be more focused each week and pertain to the subject matter being learned that week. Thus, all (15) weeks of material will not be made available all at once.

COURSE OBJECTIVES

After successful completion of this course, student competence is expected in several key areas of managerial metrics. The group work, readings, discussion, and other assessments that comprise this course are intended both to develop as well as to demonstrate a student's key competencies as follows:

Learning Outcomes:

- 1) Understanding of bookkeeping basics, including key accounts, tax and legal requirements
- 2) Competency in assessing firm's financial statements to identify profit levels, cost structure, and liquidity
- 3) Competency in benchmarking firms performance against rivals

- 4) Understanding of developing and controlling capital/expense budgeting processes
- 5) Understanding of cash management issues
- 6) Understanding of working capital issues
- 7) Awareness of cost- and demand-based pricing strategies
- 8) Basic understanding of cost analysis
- 9) Understanding of pro forma development and utilization
- 10) Basic understanding of avenues of corporate finance
- 11) Basic understanding of risk analysis/management
- 12) Basic understanding of corporate valuations.
- 13) Basic understanding of key international finance issues

COURSE ORGANIZATION

Blackboard learning environment: All course materials—syllabus, assignments, etc.—will be available on Blackboard. Please familiarize yourself with this platform as each student will be responsible for their academic progress using this system. You will want to check the site frequently for announcements offering new information and reminding you of upcoming assignments.

Student/Instructor Conversations: Students can keep in touch with me via Blackboard Course Messages and telephone. I will respond to your email received on any given day no later than close of work on the next workday, unless unforeseen circumstances prevent me from doing so. I am also available during my posted office hours. If you need to make an appointment, virtual or in person, let me know and we can connect using one of the above methods.

I will answer email questions about:

- Questions arising from difficulty in understanding course content.
- Requests for feedback about graded assignments.
- Private issues appropriate for discussion within the teacher-student relationship.
- I will not answer email that poses questions answered in the course information sections on the course site.
- Lacks a subject line clearly stating the purpose of the email.
- Raises an inappropriate subject.

Strategy Guide (10 Points): At the beginning of the course you will be required to maintain a Strategy Journal, or more specifically a "Strategy Guide". This will allow me to track your solo progress in the simulation and offer any suggestions that I think will guide you to be more successful, if necessary. The goal is to better prepare you to be successful during the "real simulation". Each journal is worth 5 points.

Discussion Board (60 Points): During the course of the semester you will participate with other students in three discussion forums. You will be required you to provide original and response posts. This is an individual, not a group assignment so you have the opportunity to present your unique thoughts on the topic provided. Each Discussion Board assignment has a value of 15 points.

Company Plan (30 Points): The first few weeks will be spent discussing metrics, strategy, and the basics of managing the financial elements of your business. This information, along with your strategy guide, will help your team to develop business goals and expectations that you want to accomplish during the semester. This is a plan that will include a mission and vision statement, objectives and performance targets, your strategies to achieve those targets, and roles delegated to each member of the team. Think of it as a mini-business plan. This part of the assignment has a value of 30 points.

Quizzes (70 Points): There will be four quizzes during the course. The first quiz is an online quiz in the GoVenture CEO simulation that covers information located in the User Guide, and it is worth 10 points. The other three quizzes will cover course material presented each week to enhance your management knowledge and assist your ability to make good decisions in the simulation. The last three quizzes have a value of 20 points each.

Group Evaluations (30 Points): During the course of the real simulation your team will perform two group peer evaluations. The first evaluation will be assigned after the fourth quarter (1st "year" of activity), and will be a joint peer assessment between the members of your team. Your team will be required to reach a consensus as a group, rating each member on designated measures that I will provide (15 point maximum). The second evaluation will be handled the same way at the end of the next four quarters (2nd "year") and is also worth 15 points. In a real job situation, each member of a team is required to pull his or her own weight, and this exercise is intended to help you work towards that. You can be candid and provide constructive comments to your teammates, or you can avoid confrontation and give everyone high scores, even if you have some dead weight on your team. Consistent poor participation between the first and second evaluation will have a negative impact on your final grade, which will be determined at my discretion. Also, inflated participation scores will be adjusted at my discretion. The Group Evaluations have a value of 15 points each.

Weekly Performance and Assignment Results (110): During the simulation, each team will make decisions that will positively or negatively impact their weekly ("quarterly") results. Working with your team, you will use the results of your simulation decisions to complete weekly assignments that will cover the course material. Each assignment is worth 10 points.

NOTE REGARDING SIMULATION RESULTS: Since some of you lack background in the material of this course, I don't want to penalize you as you are learning. However, I do want to reward those teams who excel in the simulation. For every team that comes in first each week of the real simulation I will provide bank points to use towards weekly assignments, quizzes, or your final group presentation. Not a bad deal. The awarding of bank points is based on quarterly, not cumulative, results, and will range from 1 to 3 points.

Final Group Presentation (100 Points): At the end of the semester, each team will submit a comprehensive analysis of their simulation experience and results. The analysis will be judged on the basis of (a) the content and support for the results you present, (b) the completeness of your analysis, (c) the accuracy of your assessment, and (d) your presentation (i.e., effective communication, grammar, organization, etc.) of what you present. Each team will also provide a project summary and detailed discussion in the Discussion Board forum. This assignment is worth a total of 100 points: 75 points represents the value of the project and 25 points represents your participation on the Discussion Board.

Final Examination (50 Points): At the end of the semester, students will receive a comprehensive examination that covers the course content for the semester. The exam is 25 questions long.

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. I reserve the right to make changes in this syllabus whenever I judge that the adjusted syllabus will better serve your overall learning needs. During the course and at the end of the semester

you will be invited to participate in a University evaluation of this course. Your feedback is important to the university and to me as an instructor; I encourage you to participate in the evaluation process and provide candid responses so I can improve the course.

INSTRUCTOR INFORMATION:

It is important for you as students to know what to expect from me as your instructor:

1. I will be available to you via email and phone, and I will promptly reply to your messages.
2. I will maintain the Blackboard course web site with current materials, and will resolve any content-related problems promptly as they are reported to me.
3. I will post weekly announcements to advise students of upcoming events or changes in the syllabus.
4. I will return all assignments to you promptly (usually within a week of the due date). I will include individualized comments and suggestions with each assignment, as necessary.
5. I will hold our personal written or verbal communications in confidence. I will not post any of your assignments for viewing by the class without requesting your approval in advance.
6. I will treat all members of the class fairly, and will do my best to accommodate individual learning styles and special needs.

If any of these points need clarification, or when special circumstances arise that require my assistance, **please contact me** so that we can discuss the matter personally.

UNIVERSITY POLICIES:

Withdrawal policy: Please make sure you are aware of the University's withdrawal policy. Check MyFSU or the Syllabus Attachment for the last office withdrawal date for this semester or contact the Registrar's Office.

Accommodation for students with disabilities: Ferris State University is committed to following the requirements of the Americans with Disabilities Act, Amendments Act and Section 504 of the Rehabilitation Act. If you are a student with a disability or think you may have a disability, contact the Disabilities Services office at 231-591-3057 (voice), or email ecds@ferris.edu to discuss your request further. More information can be found on the web at the following web address: <http://www.ferris.edu/htmls/colleges/university/disability/>.

Any student registered with Disabilities Services must contact the instructor as soon as possible for assistance with classroom accommodations.

Student Dignity and Harassment: This information is found on the Diversity and Inclusion Office website. It states, "Student behavior at FSU is governed by the document, *Student Dignity and Harassment Policy*. The Diversity Office advises students who have been victimized to consider doing the following:

1. If the incident is a criminal offense, report the matter to Public Safety;
2. If the incident is a non-criminal offense and involves a teacher, consider reporting the incident to the Department Head/Division Head of the teacher—if the incident is not resolved, report the incident to the Academic Dean in the college where the instructor-teacher;
3. Consider reporting the incident to your Academic Advisor;
4. Regardless of offender, consider reporting the incident;
5. If you need counseling please make an appointment with one of the professional counselors at the Bickap Center;
6. Keep a journal about the incident and how it was resolved;
7. Talk to officials in the Diversity Office."

Academic Integrity: Ferris State University offers a very clear statement regarding Academic Integrity that can result in expulsion from the school. A violation of the University policy on academic integrity includes, but is not limited to, the following:

Cheating

A student may not use, or attempt to use unauthorized assistance, materials, information, or study aids in any academic exercise, nor should a student give assistance, materials, information, or study aids to another student in any academic exercise.

Fabrication

A student must not falsify or invent any information or data in an academic exercise including, but not limited to, records or reports, laboratory results, and citations of the sources of information.

Facilitating Academic Dishonesty

A student must not intentionally or knowingly help or attempt to help another student to commit an act of academic misconduct.

A student is responsible for taking reasonable precautions to ensure his or her work is not accessed by or transferred to another individual wherein it may then be used to commit an act of academic misconduct.

Interference

1. A student must not steal, change, destroy, or impede another student's work. Impeding another student's work includes, but is not limited to, the theft, defacement, or mutilation of resources so as to deprive others of the information they contain.
2. A student must not give or offer a bribe, promise favors, or make threats with the intention of affecting a grade or the evaluation of academic performance.

Plagiarism

1. *Proper Acknowledgement.* A student must not adopt or reproduce ideas, words, or statements of another person, including previous work of their own submitted for previous course credit, without appropriate acknowledgment.
2. *Requirement for Acknowledgment v. Common Knowledge.* A student must give credit to the originality of others and acknowledge indebtedness whenever he or she quotes or paraphrases another person's words, either oral or written and whenever he or she borrows facts, statistics, or other illustrative material, unless the information is common knowledge.
3. *Sources used Verbatim.* In instances where students are using content directly quoted from a source, that content **MUST** be indicated through the use of quotations AND properly cited both in-text and at the end of the document.

Violation of Course Rules

A student must not violate course rules as contained in a course syllabus which are rationally related to the content of the course or to the enhancement of the learning process in the course.

Violation of Professional Standards and Ethics

A student must not violate the professional standards or ethical code related to one's intended profession as defined by the academic program or department.

GRADING:

GRADING SCALE					
A	93%	B-	80%	D+	67%
A-	90%	C+	77%	D	63%
B+	87%	C	73%	D-	60%
B	83%	C-	70%	F	<60%

Grade Breakdown:

Strategy Guide (2 x 5)	10
Discussion Board (4 x 15)	60
Company Plan (1 x 30)	30
Quizzes (1 x 10, 3 x 20)	70
Group Evaluation (2 x 15)	30
Group Assignments (11 x 10)	110
Final Group Presentation (1 x 100)	100
Final Examination (1 x 50)	50
TOTAL POINTS	460

SCHEDULE

(This is a tentative schedule and subject to change. This could be a result of the pace that course material is reviewed, cancelled classes, or other unforeseen events.)

Week #:	Week Of:	Course Outcomes	Topics & Assignments
1	08/27/2018-09/03/2018	Outcome 3	Syllabus and Simulation Review Explanation of Metrics Strategy Guide Quiz #1
2	09/04/2018-09/09/2018	Outcome 3	Strategic Planning Team Formulation Strategy Guide
3	09/10/2018-09/16/2018	Outcome 1 Outcome 3	Financial Statement Review Strategy Guide Discussion Board #1 HW #1
4	09/17/2018-09/23/2018	Outcome 1 Outcome 3 Outcome 6	Cash Flow, Cash Cycle, and Cash Management Team Simulation Results for Quarter 1 (Q1) 1 st Year Team Rankings Begin Work on Company Plan HW #2
5	09/24/2018-09/30/2018	Outcome 1 Outcome 2 Outcome 3 Outcome 6	Financial Statement Analysis Team Simulation Results for Q2 Team Rankings Company Plan Due Quiz #2 HW #3
6	10/01/2018-10/07/2018	Outcome 1 Outcome 2 Outcome 3	Leverage and Debt Analysis Team Simulation Results for Q3 Team Rankings HW #4
7	10/08/2018-10/14/2018	Outcome 1 Outcome 3 Outcome 5 Outcome 7	Cost Behavior and Pricing Strategies Team Simulation Results for Q4 (end of 1 st Year) Team Rankings HW #5
8	10/15/2018-10/21/2018	Outcome 1 Outcome 2 Outcome 6	Break-Even Analysis 1 st Team Evaluation Quiz #3 HW #6

9	10/22/2018-10/28/2018	Outcome 1 Outcome 2 Outcome 3 Outcome 4 Outcome 5	Time Value of Money (TVM) and Capital Budgeting Discussion Board #2 HW #7
10	10/29/2018-11/04/2018	Outcome 1 Outcome 3 Outcome 4 Outcome 5 Outcome 6 Outcome 9	Budgeting Continue Team Simulation at Q5 (2 nd Year) Team Rankings HW #8
11	11/05/2018-11/11/2018	Outcome 1 Outcome 3 Outcome 4 Outcome 5 Outcome 6 Outcome 9	Forecasting Team Simulation Results Q6 Team Rankings HW #9
12	11/12/2018-11/18/2018	Outcome 1 Outcome 2 Outcome 3 Outcome 10 Outcome 11	Risk and Corporate Finance Options Team Simulation Results Q7 Team Rankings Discussion Board #3 HW #10
13	11/19/2018-11/25/2018	Outcome 1 Outcome 2 Outcome 3 Outcome 12	Enterprise Valuation, Mergers and Acquisitions Team Simulation Results Q8 (end of 2 nd Year) Team Rankings HW #11 THANKSGIVING BREAK
14	11/26/2018-12/02/2018	Outcome 1 Outcome 2 Outcome 3 Outcome 8 Outcome 12	Global Competition Application 2 nd Team Evaluation Quiz #4
15	12/03/2018-12/09/2018	Outcome 1 Outcome 2 Outcome 3 Outcome 5 Outcome 8 Outcome 11 Outcome 13	FINAL PROJECTS AND PRESENTATIONS Discussion Board #4 Course Review and "Take-Aways"
	12/10/2018-12/14/2018		Final Exam Week

MGMT 370: Operations Management

This syllabus may be modified by the instructor.

INSTRUCTOR CONTACT INFORMATION

Instructor: Dr. Anita Fagerman, Professor
Contact: Utilize Blackboard mail tool
Backup e-mail is ifagerman@ferris.edu

Course Schedule: August 27, 2018 – December 7, 2018

Face to Face Meetings: 4:00 pm to 6:50 pm on the following Tuesdays:

- August 28
- September 11, 25
- October 9*, 23
- November 6, 20
- December 4
- December 11 (optional Final Exam)

University Center (Traverse City), Room UC 215

*Room UC 211 on October 9

COURSE DESCRIPTION

The philosophy of continuous quality improvement, basic process improvement tools, basic management and planning tools, teaming, and models for improvement.

Maximizing customer service and satisfaction, optimizing inventory investment, and maximizing operations efficiency. Principles of operations management; dependent and independent demand, forecasting; work measurement; work standards. Practical application of these techniques on a variety of business-related problems will enhance the ability to carry out the operation's aspect of a business.

COURSE OUTCOME TOPICS:

1. Demonstrate an awareness of international issues and understanding of global operations issues and strategies.
2. Apply process management and improvement methodologies. Analyze process and recommend strategies for improvement.
3. Analyze alternative operational strategies within the areas of capacity, location, layout/flow, quality and lean. Determine solutions within each individual operational area and in combination.
4. Perform scheduling and resource control from upper level (aggregate) to lowest level components/employees. Show how different strategies used in scheduling impact performance.
5. Compare and contrast service operations to manufacturing and their impact on customer service.

COURSE MATERIALS REQUIRED

#	Required Materials
1	McGraw-Hill (MH) Connect <ul style="list-style-type: none"> • signup at - http://connect.mheducation.com/class/a-fagerman-fall-2018-online--te • Cost: about \$130 (or less) when bought direct • Registration opens 08/28/2018 and runs until 12/11/2018. • You may receive courtesy access for two weeks without cost. • An electronic version of the book comes with McGraw-Hill (MH) Connect (at no additional cost). The relevant textbook information is as follows: Stevenson, W. J. (2017). <i>Operations management</i> (13th ed.). New York, NY: McGraw Hill Education. • You <u>are able to</u> buy a hardcopy of the book, but please know <u>it is not required</u>. The e-book that accompanies the software should be sufficient.
2	A simple calculator for very basic math. (You may not use your phone during testing.)
3	Access to a scanner (or camera) to scan (or take a picture) of your <u>hand written</u> homework assignments into electronic PDF files. Name each of your files using 3 components: <i>FirstName LastName Item</i>

Other materials will be required and are available on-line through the Blackboard course room.

Course Outline using <i>Stevenson (2017). Operations management (13th ed.)</i>	
Chapter 1	Introduction to Operations Management
Chapter 2	Competitiveness, Strategy, and Productivity
Chapter 3	Forecasting
Chapter 5	Strategic Capacity Planning for Products and Services
Test 1	
Chapter 14	JIT and Lean Operations
Chapter 6	Process Selection and Facility Layout
Chapter 18	Management of Waiting Lines
Chapter 8	Location Planning and Analysis
Test 2	
Chapter 10	Quality Control
Chapter 11	Aggregate Planning and Master Scheduling
Chapter 12	MRP and ERP
Chapter 13	Inventory Management
Test 3	
Chapter 15	Supply Chain Management
Chapter 9	Management of Quality
Final Exam (optional)	
45 hours	

COURSE GRADING

LearnSmart Modules (14 chapters)	42 (see MH Connect)
Assignments (14 chapters)	42 (see MH Connect)
Online Quizzes (14 chapters)	42 (see MH Connect)
Homework	64
In class participation + Attendance	-
You must attend & participate in 3 of 8 face-to-face classes	
You will lose 6 points for each additional class you miss	
Online Tests (3 total @ 150 each)	450
Final Exam (optional - replaces lowest test score)	-
Total points	640

COURSE GRADES

The following grading scale will be utilized:

Grade	Percentage	Minimum Score	Maximum Score
A	95-100	608	640
A-	90-94	576	607
B+	87-89	557	575
B	84-86	531	556
B-	80-83	512	530
C+	77-79	493	511
C	74-76	467	492
C-	70-73	448	466
D+	67-69	429	447
D	64-66	403	428
D-	60-63	384	402
F	below 60		

COURSE REQUIREMENTS

You are required to

- attend 3 of 8 face-to-face classes,
- for certain chapters, view your instructor's Tegrity Lecture Capture videos in full,
- read each chapter,
- complete McGraw-Hill Connect assignments, quizzes, & LearnSmart activities for each chapter,
- complete hand written homework, and,
- take tests in class

A file containing due dates and point distributions will be provided in Blackboard.

MH Connect:

Activities within McGraw-Hill Connect (i.e. [Learnsmart](#), assignments, & quizzes) have due dates. Stay current - don't fall behind. If you forget MH Connect work, I will not reopen it. Do not wait until the semester end to report concerns.

In-Class Tests:

Test will cover several chapters and will tend to be problems (requiring you to show your work) and short essay regarding topics that interrelated and may also include articles. The tests are created to challenge you and promote and show higher learning. If you cannot make a test you must notify me prior to the scheduled test date.

Articles & Videos

For some [chapters](#) there may be assigned articles and videos. The purpose of the articles & videos is to highlight current issues within industry that relates to the specific topic.

LATENESS

Zero Points

No work may be late. A score of 0 points will be entered for late or missing handwritten homework, McGraw Hill Connect Activities, and tests. You will lose up to 6 points if you do not view [all of the Integrity](#) Lecture Capture videos on time.

Exceptions

Exceptions for missing submission requirement due dates will be granted only for [documented](#) verifiable extenuating circumstances. It is the student's responsibility to timely request an extension, provide documented verifiable evidence (i.e. police/accident reports, death certificates, medical documentation, etc.), and to establish an exact revised due date. Technical difficulties with software and/or computer systems will not be justification for an extension. Any ambiguities resulting from any extensions will be interpreted solely by the instructor.

COURSE DELIVERY IS MIXED DELIVERY

This course meets, for the most part, every other Tuesday in a face-to-face setting in Traverse City. Between the face-to-face [sessions](#) you will be completing work on-line through McGraw Hill Connect. We will also use Blackboard – the on-line learning platform utilized by Ferris State University – for communications outside of the face-to-face meeting times and for homework assignments. Once the course begins, all two-way communication about the course should take place within Blackboard using the mail tool.

- You can access Blackboard courses through the [MyFSU Portal](#).
- You can access McGraw Hill Connect at the URL provided on page 1.

COURSE COMMUNICATION

Outside the face-to-face meetings, we will communicate in an asynchronous manner in an asynchronous environment, communication and activities take place outside of real time, enabling participants to send and receive information at times convenient for them. Use Blackboard for this communication.

COURSE PARTICIPATION AND ACADEMIC INTEGRITY

Each of you is expected to **do your own work** in this course. Failure to do your own work will result in failure in this course.

COURSE TECHNICAL NEEDS

You must have regular weekly access to the internet during this course. You are expected to be able to easily navigate the web, send and receive e-mail*, utilize Microsoft Word, utilize Microsoft Excel, utilize Blackboard, utilize McGraw Hill Connect, and read PDFs. Select a simple calculator for use during the testing portion of this class. A scanner or camera is required to scan/copy your **hand written** homework assignments into PDF form so that you may give copies of the files to your instructor.

*If you use e-mail, use your Ferris e-mail; do not use your personal e-mail account.

DISABILITY STATEMENT

Ferris State University is committed to following the requirements of the Americans with Disabilities Act Amendments Act and Section 504 of the Rehabilitation Act. If you are a student with a disability or think you may have a disability, contact the Disabilities Services office at 231.591.3057 (voice), or email gcds@ferris.edu to discuss your request further. More information can be found on the web at <http://www.ferris.edu/htmls/colleges/university/disability/>. Any student registered with Disabilities Services should contact the instructor as soon as possible for assistance with classroom accommodations. More information can be found in the syllabus attachment.

INCLEMENT WEATHER

The University Center on occasion will close the campus if the weather gets **really bad**. If NMC closes, our face-to-face class will be cancelled.

The decision to delay or close NMC and the University Center is communicated to 15 local radio and television stations by 6 a.m. Evening class cancellations are announced by 3 p.m. A recorded message is available at the University Center's main number (231) 995-1777 for delays and closures.

When NMC delays or cancels, the NMC University Center is always included in this decision; however, if NMC remains open, some NMC University Center schools may determine to cancel individual classes. Students should call Ferris for up-to-date cancellation information (231-995-1734 or 866-857-1954)

If a face-to-face class is cancelled due to inclement weather, your instructor will hold the class online. When a class is canceled, your instructor will confirm the class cancellation via an e-mail to each student using Ferris e-mail addresses. (Be sure to check your Ferris e-mail.) Information will be provided to you inside Blackboard detailing the online learning plan and required activities.

MISCELLANEOUS

The "Syllabus Attachment" is adopted and incorporated into this syllabus.

The key to success in this course is to complete deliverables thoroughly, accurately, thoughtfully, and on time. If you begin experiencing major difficulties, refer to the "Syllabus Attachment" located in the Blackboard course room. Of particular assistance may be the Technology Assistance Center (TAC). You can contact TAC at 231-591-4822 or toll free at 877-779-4822.

Incomplete grades should not be expected. Incomplete grades, if any, will only be issued in strict conformance with University policies.

The course officially begins August 27, 2018 and ends December 7, 2018. Except for the final exam, no work will be accepted after 11:55 pm December 7, 2018. All time periods used in this course are assumed to be in the Eastern Time Zone.

This course will move very rapidly. **Do not fall behind.** Do not delay in starting to work.

Expect to spend approximately 10 hours per week on this class. (10 hours is a rough average; don't be surprised if you spend as much as 10+ hours per week on this class.)

There is no EXTRA CREDIT.

RESERVATION TO CHANGE SYLLABUS

Instructor reserves the right to make modifications to the course and to this syllabus.

Ferris State University

Course Syllabus

MGT 447

Business Ethics

Instructor: Kayla Sizemore, Ed.D, MBA
E-mail: ksizem@ferris.edu
Phone: 989-580-7604
Office: 218 IRC Ferris Campus
Office Hours: Tuesdays 1030-12 and Thursdays 1030-12 and 3-4pm

Course Description: The course focuses on two eminent issues concerning business, the ethics concerning business and corporate social responsibility. There will be a focus on situations that require moral reflection, personal judgment and decision. Throughout this class you will review contemporary cases of business ethics and social responsibility that explore the depths of moral and ethical reasoning.

FSU Disability Services: FSU provides students with disabilities reasonable accommodation to participate in educational programs, activities or services. Students with disabilities requiring accommodations to participate in class activities or meet course requirements should contact me as early as possible.

Academic Dishonesty: All tests & materials are the property of your instructor. Written or other work which a student submits must be the product of her/his own efforts. Plagiarism, cheating and other forms of academic dishonesty, including dishonesty involving computer technology, are prohibited. NOTE: Not citing your work properly in APA format is a form of academic dishonesty and will be taken seriously.

Instructor Expectations: Your instructor has the following expectations:

1. Any incident of academic dishonesty will result in an automatic "E" in this course. Do not engage in plagiarism; your work must be properly referenced using the APA format. If you are not familiar with APA format, use the writing center or online resources. It will severely hurt your grade if you do not follow APA for all written assignments. There are examples of APA in blackboard for you to review and use! You must ALWAYS use Microsoft WORD. I will not review or grade anything not completed in WORD format.
2. That you will not use your computer or phone in class. It is very disrespectful and distracting. You may step outside of the classroom at any time to use your phone at your discretion. Caught using your phone/computer will result in you being removed from the class for the day and losing attendance points for the day as well. Continued use and repetitive discipline may result in failing the course.
3. You are expected to check your e-mail and Blackboard daily. Changes in the schedule for this class as well as syllabus changes may occur often and you are responsible for checking email to keep up to date with all updates. Updates will also always be on blackboard.
4. That you will attend class and be ON TIME! One of my biggest pet peeves is people who are late. In the event the door is closed and locked you will not be allowed in and it will count as an absence.
5. That you will meet your obligations for this class by the DUE DATES and take exams as scheduled.
6. That you will be a **respectful** student. Listen, respect the speaker, ask questions, and make comments. Be an active participant in class.
7. That you will have read the chapter to be discussed prior to coming to class. Think of this class as your job; would you come unprepared to work for an important meeting?
8. That your written work will be expressed clearly. If your writing skills are less than you would like it to be, use the Writing Clinic or the English Writing Center. Staff at these locations will review your written work and make suggestions about improvement. They are very helpful, please use them when needed!
9. That you will have fun and learn something interesting or useful to use in your future careers.

Online Communication Netiquette: Pay attention to the following when you are communicating with me or your peer students online with e-mail and via text.

1. If you text me, it must be during reasonable hours and not past 9pm. Also you need to include your name and class in your text or I will likely not respond. Remember communication richness. If your questions are complicated or include too much text, call me, do not text.
2. Always use a descriptive subject line when e-mailing along with giving your name. When creating a new message or replying to a message, use a descriptive subject line that reflects the content of your message. If you do not do this, I will not reply to your e-mails. Meaning... you can't just put "question" as your subject in an email message to me.
3. Write in short paragraphs. If you have lots to say, break it down using smaller segments. This makes things easier for the readers.
4. Do not write in all uppercase. ALL CAPS MEANS YOU ARE SHOUTING although you may not mean it.
5. Use emotional symbols (☺, ☹, :-), etc.) to indicate the tone of your voice. It is often hard to tell the emotion of a text-based message. Use emotional symbols to give your message a little social touch. ☺
6. Respect others. Like all communication and discussion occasions, use your professionalism and talk to others with respect. Unprofessional messages will be removed.
7. People in this course may come from places around the world, so be respectful to other cultures and languages. Be careful with sarcasm.

Methodology: The format for this course will include lecture, speakers, group and whole class discussion, independent and group experiential activity, as well as individual and group reflection of work and philosophies. Case analysis of current ethical issues, video examples, will be included.

Direct Learning Objectives: The students will identify, communicate and critique the various stakeholders in a moral or ethical situation, in reference to a business situation. Each stakeholder will be examined for their interest in the matter, their strength of conviction, their influence and ability to affect the outcome of the situation. A student will compare and/or contrast the various decision criteria used to make moral or ethical decisions, defending the student's specific conclusions.

Textbook:

Annual Editions Business Ethics 27th edition by McGraw Hill

<http://www.amazon.com/Annual-Editions-Business-Ethics-27th/dp/1259668066>

Points:

Attendance (50 points)	50 points
Participation (50 points)	50 points
Presentation	100 points
Discussion Boards (3 @ 20 points each)	60 points
Written Assignments (4 @ 50 points each)	200 points
Total	460 points

Your final semester grade is on a percentage scale (points earned / total points) as follows:

94% and above A	77-79% C+	60-63 D-
90-93% A-	74-76% C	58% and below E
87-89% B+	70-73% C-	
84-86% B	67-69% D+	
83-80% B-	64-66% D	

Course Requirements & Assignments

1. Attendance/Participation = (100 points)

Attendance (50 points of 100 total) is defined as: being in class – on time – with your textbook and the required knowledge to participate in group activities and discussions. Otherwise, you are absent. Attendance is mandatory no matter what your situation. **YOU ARE ALLOWED 1 ABSENCE WITHOUT PENALTY.** You will lose 10 points for each additional class missed. You will also lose points if any assignment worth points was completed in class. Please discuss extenuating circumstances with me. No make-ups. It is not the instructor's responsibility to bring you up to speed after not attending class. Three absences (50 pts) or more WILL result in an automatic failing grade.

[3 days / 31 class sessions or days = 10%; 10% x 250 work days/year = 40 unexcused work days per year].

Participation (50 points) is defined as being in class and actively and mutually taking part in class discussions and activities. For each class, you should be prepared by having carefully read the assigned readings beforehand, show up with talking points for discussion, being attentive, respectful of others, provide constructive criticism, and ask questions when you do not understand something. Class will be more interesting and thought provoking when the entire class participates in the discussions. In addition, it is okay to bring other related materials or real-world examples in class to share. *Be professional in class; as a rule, if you wouldn't do it in a business meeting with executives present, don't do it in this class.*

2. Presentation- (100 points)

You will be given instructions on your choice of presentation topic, method and timeline during the first week of class. The presentation schedule will be posted on Blackboard when completed.

3. Discussion Boards (3 @ 20 points = 60 points total)

Discussion boards are on Blackboard along with expectations, instructions, due dates and rubrics

Sharing information leads to new ideas, and the best way for us to learn is from each other. This will be completed with online discussion boards. Start with a response to each forum question, and start conversations with your peers. Points are earned for responding to each discussion forum and for replying to fellow participants.

1. **Initial Response:** Post your initial response to each discussion question no later than TUESDAY of each week. Up to 10 points will be earned for each substantive initial response to the main discussion question, and
2. **Reply Message(s):** respond to at least two other class members' postings by the Sunday of the week. 5 points will be earned for each response to another post. Though you will only earn points for up to two responses (max 10 point total), we encourage you to keep an ongoing dialogue about the discussion topic and learn from each other! The purpose of the discussion forum is to generate conversation about relevant topics.
3. Note that no points will be earned for discussion responses posted after the week ends. Messages that do not provide new insights or do not promote critical thinking will not be included in grading. For example: a one-sentence message "I agree" will not be considered as a meaningful

reply. You messages need to reflect on your understanding of the readings and materials and/or share your own perspective and experience.

4. Written Assignments 4 @ 50 = (200 Total)

Written assignments are due throughout the semester. A link on Blackboard is provided for thorough information on each assignment including instructions and a rubric for each. All written assignments have a link in blackboard to submit your work. I will not accept emailed submissions. All work is due by 11:59pm on the due date. Written assignments are to be completed individually and must be in Microsoft WORD. Rubrics identify APA expectations. All written assignments must include in text citations.

Week	Unit	Items Due
Week 1 August 29 ONLINE	Unit 1-Ethical Behavior in the Workplace	
Week 2 September 5th IN-CLASS **	Unit 1	Ethics Theory/Overview/Exercises
Week 3 September 12 ONLINE	Unit 1	Written Assignment #1
Week 4 September 19th IN-CLASS **	Unit 1	PRESENTATIONS
Week 5 September 26th ONLINE	Unit 2-Corporate Social Responsibility and the Nature of Business	Discussion Board #1
Week 6 October 3rd IN-CLASS **	Unit 2	PRESENTATIONS
Week 7 October 10th	Unit 2	Written Assignment #2

ONLINE		
Week 8 October 17th IN-CLASS **	Unit 2	PRESENTATIONS
Week 9 OCTOBER 31st IN-CLASS **	Unit 3	PRESENTATIONS
Week 10 November 7th ONLINE	Unit 3	Discussion Board #2
Week 11 November 14th ONLINE	Unit 3	Written Assignment #3
Week 12 November 21st ONLINE	Unit 4-Ethical Issues and Dilemmas in the Workplace	Discussion Board #3
Week 13 November 28th ONLINE	Unit 4	Written Assignment #4
Week 14 December 5th IN-CLASS **	Unit 4	PRESENTATIONS
Week 15 December 12th ONLINE	Unit 4 FINALS WEEK	FINALS WEEK

Syllabus 260

Course: STQM 260 Introduction to Statistics

Prerequisite: Math 114, 115, 116, 120, 126, 130, 132, 135 C- or higher, or ACT 24 or SAT 580

Classroom: BUS 310

Instructor: Michael Craig Cooper, Ph.D., Statistics Faculty

Office, Office Hours, Access

- Location: IRC 212 C.
- Hours: MW 3:30 to 4:20, TR 4:20 to 5:00 and by appointment. Different hours apply during finals week.
- Visit me in my office during my posted office hours, by appointment, or stop by. Bring your assignments, your work, and prepared questions. To arrange an appointment contact me in person or by email.
- Email: Sent to: cooperm@ferris.edu with subject line: "STQM 260 *time of class, your full name*". Note: I generally check email once each day: Monday - Thursday.

Course Description

Introduce and explore practical aspects of sampling, data presentation, measures of central tendency and dispersion, basic probability theory, the normal probability distribution, the sampling distribution of sample means and sample proportions, confidence intervals and hypothesis tests for one-sample designs, simple linear regression and correlation.

Student Learning Outcomes

Students who master the course material will be able to:

1. Summarize and interpret numeric and categorical data both numerically and visually using tabular, graphical and numerical techniques.
2. Summarize and interpret relationships between two numeric variables using scatter plots, correlation, and regression.
3. Apply basic probability concepts, probability distributions, and sampling distributions.
4. Use statistical inference to draw a conclusion for one population mean and proportion.

Note: Ethical and global issues are addressed in connection with various topics such as data presentation and sampling.

Major Resources

- Required: Textbook *Discovering Statistics* (2nd Edition) by Hawkes and Marsh
- Required: Handout Packs and other handouts provided in class, on Sync.com, or elsewhere
- Required: Notes you take during class, an office visit, or study session
- Required: Usage access to MS Excel for MS Windows
- Required: Free Excel 2016 tutorial found at the Goodwill Community Foundation website: <http://www.gcflearnfree.org/topics/>. See Startup activities handout for details.

- **Optional:** Tutoring and study-skills assistance might be available through the Student Academic Support Center. Call X3543 or stop by ASC 1017

Textbook Chapters and Sections (subject to change)

1. Statistics and Problem Solving	1: 1 to 4
2. Data, Reality, and Problem Solving	2: 1 to 9
3. Organizing, Displaying and Interpreting Data	3: 1 to 9
4. Describing Data from One Variable	4: 1 to 8, 10
5. Discovering Relationships	5: 1 to 9
6. Probability, Randomness, and Uncertainty	6: 1 to 11
7. Probability Distributions, Information about the Future	7: 1 to 6
8. Continuous Random Variables	8: 1 to 4
9. Sampling and Sampling Distributions	9: 1 to 2, 3 to 8
10. Estimating Means and Proportions	10: 1 to 3, 4 to 5, 7 to 8

Handout Packs:

- Course handout packs contain practical theory documents, exercise/demo documents, and check values.
- Practical theory docs address the *how-to and why* for covered topics. Each practical theory documents references relevant textbook sections. When a practical theory handout is assigned, consider the referenced textbook sections also assigned; read these sections before reading through the practical theory handout, then relate the practical theory document back to the reading assignment as you read through it.
- Exercise handouts also reference relevant textbook sections. When an exercise handout is assigned, reference the practical theory handout and related textbook reading sections as needed while your work through the exercises.
- Check values are contained at the end of each handout pack.

Study Partners

- You will be asked to identify one or two study partners along with a time and (public) place to meet for at least 50-minutes twice or more per week.
- If you miss class for a non-medical reason, ask your study partner(s) for class notes, materials, and announcements in time to catch up before the next class session.

Engage Class Topics Multiple Times/Ways

Each class session will focus our attention on one or more topics. You are expected to engage each topic through multiple exposures as follows:

1. Before to the class session
 - Complete pre-assigned readings/exercises
 - Record questions you would like addressed during class or an office visit
 - Give/receive help from your study partner(s)
 - Ask questions during a pre-class office visit
2. During the class session
 - Engage in-class topical lectures (typically brief, not covering all aspects of a topic)
 - Record questions you would like addressed during class or an office visit
 - Work assigned in-class exercises

- o Give/receive help from table mates, as appropriate
 - o Ask questions during class
3. After the class session
- o Complete assigned readings/exercises
 - o Give/receive help from study partner(s)
 - o Record questions you would like addressed during class or an office visit
 - o Ask questions during an office visit

Notes:

- Completion of all assigned homework is expected. Maintain your own list of assignments.
- When studying together, engage with assignments in ways that assure your own learning while supporting your partner's learning.
- When working exercises, check your solutions against examples, check values, answer keys, or other sources. Then ask questions during class or an office visit.
- For computations: show correct formula with proper notation, show major substitutions, show your final numeric answer with proper units and notation.

Class Attendance

- Attend all class sessions from start to finish - excepting cases of medical emergency, FSU approved activities, family death, jury duty, court subpoena, official class cancellation, or by prior permission of your instructor.
- Bring your own (a) textbook; (b) handouts; (c) up-to-date course notes; (d) dedicated calculator (e.g. not cell phone); (f) writing supplies; (g) questions.
- A seating chart will be developed during the second week of class; you will then be expected to take your designated seat.

Class Etiquette

- Keep your cell phone and other social media off during class, except in case of emergency (in which case give me a heads up).
- Avoid distracting or disrupting behaviors: for example, off task conversation, use of social media or technology, rude comments or gestures, sleeping, or tardiness. I will respectfully call out distracting or disrespectful behavior that occurs during class. Continued disruption may lead to removal from class and, where necessary, referral to judicial services.
- Leave opened food and drinks outside our classroom (lab).

Missing Class

- Present or absent, you are responsible to master covered material, acquire class announcements, and complete/submit assignments on time
- Coordinate a missed class with me and your study partner(s)
- Get missed class notes, assignments, handouts, and announcements from your study partner(s) prior to the next class meeting
- You may be asked to submit a written report demonstrating mastery of the course material covered during your absence

Assessment of Learning

- **Homework:** Homework may be collected as a quiz or test. Collected exercises will generally be due at the start of class on the due date. Late submissions may be docked up to 100% or not graded for credit – at the discretion of your instructor.
- **Quizzes:** Quizzes may be given during any class session; announced in advance or not. If you miss a quiz due to an excused absence, request a makeup quiz within one week of missing the class. Make-up quizzes will be graded before final grades are due. Graded quizzes will be collectively weighted as one test.
- **Tests:** Expect two tests on dates to be announced. These tests will be returned during a class period following the test date. If you miss class when the test is returned, arrange to pick up your test during an office visit. Expect a third test on the last day of class. You may review (but not retain) the third test by appointment during finals week or within the first three weeks of following the regular semester. All tests will be weighted the same.
- **Makeup Tests:** If you miss a test due to an excused absence, request a makeup within one week of missing the class. Your instructor will choose between using a make-up test or substituting your final exam grade. In either case, make-up approval will require prior notification and arrangement - excepting medical emergencies. Make-ups will be graded before final grades are due.
- **Final Exam:** Think of the final exam as test 4. It will be comprehensive and given at a date/time dictated by the official FSU final exam schedule. You may review (but not retain) your graded final exam by appointment during the first three weeks of the following regular semester. The final exam will be weighted the same as a test.
- **Final Exam By:** You may be offered a *by* on the final exam if: (a) your cumulative grade without the final is at least an A; (b) you have no unexcused absences; (c) you have completed handouts and homework as assigned; (d) you have consistently demonstrated positive class citizenship (e.g. active positive class participation; textbook and homework packets in hand; cell phone off). If you have earned a *by* on the final, you will be notified at the start of your scheduled final exam.
- Other assessments may be applied.

Course Progress and Final Grade

- Unless otherwise indicated during the semester, your final percent score will be computed from the following components: (a) quizzes, (b) tests, and (c) final exam.
- Tests and the final exam will each have the same weight. Graded quizzes will be collectively weighted the same as one test.
- You are expected to compute and track your to-date course grade using the following process:
 - o Q denotes your overall quiz score to-date, computed as the percent of points earned on quizzes out of the total number of points available from quizzes, to-date.
 - o T_i denotes your i^{th} test score, computed as the percent of points earned out of the total number of raw points available for the test.
 - o P denotes your overall course percent to-date.

To-date Components	Computation
Q, T_1	$P_1 = (Q + T_1) / 2$
Q, T_1, T_2	$P_2 = (Q + T_1 + T_2) / 3$
Q, T_1, T_2, T_3	$P_3 = (Q + T_1 + T_2 + T_3) / 4$

Q, T_1, T_2, T_3, T_4	$P_1 = (Q + T_1 + T_2 + T_3 + T_4) / 5$
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- For example:

To-date Assessments	Computation
$Q = 80, T_1 = 70$	$P_1 = (70 + 80) / 2 = 75$
$Q = 75, T_1 = 70, T_2 = 80$	$P_2 = (70 + 80 + 75) / 3 = 75$
$Q = 85, T_1 = 70, T_2 = 80, T_3 = 85$	$P_3 = (70 + 80 + 85 + 85) / 4 = 80$

- Determine your letter grade by applying the following scale:

Score	Grade	Score	Grade
$0 \leq \text{Score} < 60.00$	F	$76.67 \leq \text{Score} < 80.00$	C+
$60.00 \leq \text{Score} < 63.33$	D-	$80.00 \leq \text{Score} < 83.33$	B-
$63.33 \leq \text{Score} < 66.67$	D	$83.33 \leq \text{Score} < 86.67$	B
$66.67 \leq \text{Score} < 70.00$	D+	$86.67 \leq \text{Score} < 90.00$	B+
$70.00 \leq \text{Score} < 73.33$	C-	$90.00 \leq \text{Score} < 93.33$	A-
$73.33 \leq \text{Score} < 76.67$	C	$93.33 \leq \text{Score} \leq 100$	A

Appealing Grades

Grading typically involves judgments and arithmetic. I may make an arithmetic error or a judgment with which you disagree. You may appeal a posted quiz or test grade up to one-week following the date on which the graded item is returned to the class.

- Arithmetic Error: Demonstrate the error. I will change the recorded score or grade.
- Judgment Call: Submit an appeal for a change to your score or grade. Describe what you believe to be a better judgment (based on evidence/facts) and what remedy to your score you believe most fair. I will review your appeal and render a decision within one week.
- If you disagree with my decision you may follow the formal COB appeal process (see Dean's office for details of the COB appeal procedure).

Academic Integrity

Enjoying, learning from, and contributing to the body of work associated with any discipline are a privilege and responsibility of participants. Honesty and respect are both required to build mutual trust, effective learning community, and ethical business practice.

In this class you are generally encouraged to study and learn together - unless otherwise specified for particular assignments. When asked to work together on an assignment, submit your joint work; when asked to work alone on an assignment or exam, submit your own work.

In either case, when you incorporate the work or ideas of others, you are expected to provide accurate and complete attribution of that work. Otherwise would be considered plagiarism or cheating. Evidence demonstrating plagiarism or cheating may result in assignment failure, course failure, and/or referral to judicial services. Of course, the due process related to academic integrity will be followed.

Plagiarism refers to use of someone else's ideas or words w/o clear, accurate, and complete attribution. Your responsibility is to provide this attribution wherever applicable – and ask your instructor for timely clarification if you are uncertain about how or when to apply this principle.

Cheating refers to the use of someone else's academic work or knowledge in a way that represents that work or knowledge as your own, or, when you've been asked to "do your own work" or "do your work without assistance or benefit of outside sources".

Student Course Advising

Students who are experiencing any difficulty with the course should promptly inform me during posted office hours, by appointment, or via e-mail.

Special Needs

- If you have special needs of which you think I should be aware, please inform me before or during the first week of classes.
- For more information or assistance, contact the FSU Disabilities Services office at 231-391-3057 (voice) or ecds@ferris.edu (email). You can also visit the FSU website: <http://www.ferris.edu/html/colleges/university/disability/>.

Dropping Class

- If you decide to withdraw from class, do so through the official means for dropping a course. If you withdraw after the official withdrawal date, you will receive a grade based on work completed compared to work required for the completed course.
- **Before dropping the course, check with a Financial Aid counselor in order to minimize financial aid problems or consequences.**

Syllabus Changes

I reserve the right to make adjustments to this syllabus whenever I judge that the change will better serve the overall learning needs of the class.

STQM 260 Introduction to Statistics (3 credits)**Fall 2018****M/W/F 9 – 9:50, 10 – 10:50 BUS 310**Instructor: **Mr. Scott Foos**E-mail: fooss@ferris.eduOffice: **ASC 2055**Phone: **(231) 591 - 3683**Office hours: **Mon/Wed 11:00 – 11:50 am & 1:00 – 1:50 pm or by appointment****Course Description:**

Introduce and explore practical aspects of sampling, data presentation, measures of central tendency and dispersion, basic probability theory, the normal probability distribution, the sampling distribution of sample means and sample proportions, confidence intervals and hypothesis tests for one-sample designs, simple linear regression and correlation.

Prerequisite: Math 114, 115, 116, 120, 126, 130, or 132 w/C- or higher.

Course Materials Required:

***Text:* (OPTIONAL AND NOT RECOMMENDED)** Discovering Statistics, 2nd Edition by James Hawkes and William H. Marsh

***Software:* (REQUIRED)** Please see last page "Quick Start Guide" of syllabus to create an account to access the online homework system and eBook. Your total cost by credit card will be \$72. **(Required and only available from website).**

Calculator: You need a scientific calculator. Graphing calculators are permitted but cell phones, tablets, I-pads, et cetera will not be permitted during in-class tests or quizzes due to access to the internet.

Course Content:

Chapter	Topic
1.1–1.4	Statistics & Problem Solving
2.1–2.9	Data, Reality & Problem Solving
3.1–3.9	Organizing, Displaying, and Interpreting Data
4.1–4.10	Describing Data from One Variable (Omit 4.9)
5.1–5.13	Discovering Relationships (Omit 5.10)
6.1–6.11	Probability, Randomness, and Uncertainty
7.1–7.7	Probability Distributions, Information about the Future
8.1–8.5	Continuous Random Variables
9.1–9.9	Sampling and Sampling Distributions

Grading Policy:

Grade Average Contribution Breakdown

Assigned work	40%
1. Online Homework	
2. In Class Quizzes	
Exam 1	15%
Exam 2	15%
Exam 3	15%
Final (Comprehensive on Monday 10 Dec, 8 – 9:40 pm in BUS 111)	15%

Letter Grade Assignment

93% to 100% = A	73% to 75.9% = C
90% to 92.9% = A-	70% to 72.9% = C-
86% to 89.9% = B+	66% to 69.9% = D+
83% to 85.9% = B	63% to 65.9% = D
80% to 82.9% = B-	60% to 62.9% = D-
76% to 79.9% = C+	<u>59.9% and below = F</u>

Students absent from class the day of a test or quiz must make arrangements to take the test/quiz prior to the next class meeting. If for some reason, you must withdraw from class, please do it through the official means for dropping a course. **I cannot withdraw you from this course so the only option I will have is to give you a failing grade.** A student may withdraw from the class and receive a "W" until Thursday, November 1st.

Class Attendance: Excessive absence is the primary reason for students dropping this course. For each class missed you lose out on vital information used on tests and quizzes that you will not receive in the same manner again. It is your responsibility to inform me (at the end of class) if you arrived late. Excused absences are of the following nature (not all inclusive) – Ferris sanctioned events, death in the immediate family, or serious illness. Students should make every attempt to contact me before missing a class to discuss making up any missed graded work before the next class meeting. **If you do not have more than two unexcused absences for the entire semester, then the comprehensive final exam is optional for you.**

Homework: Merely attending class will not in itself assure a passing grade. Come prepared to learn and be an asset to the classroom as well as yourself. Doing the assigned homework is an extremely important component of what it takes to be successful in this course. Do your **best** to complete each assignment by its scheduled due date (midnight local time). **The penalty for late assignments is 50%.**

Disruptive behavior: Students have the right to expect that classmates will not disrupt or be detrimental to their ability to learn and receive information. Thus, talking, loud outbursts, phones, pagers, cd players, or any other thing else that interferes with others ability to receive information is not permitted. If you cannot behave in this manner, then you must leave the room. See student handbook for further details.

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.

Course Outcomes: Any COB student who passes STQM 260 is expected to:

1. Summarize and interpret numeric and categorical data both numerically and visually using tabular, graphical and numerical techniques.
2. Summarize and interpret relationships between two numeric variables using scatter plots, correlation, and regression.
3. Apply basic probability concepts, probability distributions, and sampling distributions.
4. Use statistical inference to draw a conclusion for one population mean and proportion.

Tutoring Policy:

If you are having problems in this course and need tutoring, then you should use the services provided by the Academic Support Center (ASC) or any of the other Business Statistics faculty.

I reserve the right to revise this syllabus as needed whenever I judge that the adjusted syllabus will better serve the overall learning needs of the class. If you have any questions or concerns regarding this course, see me.

Seek help early if you need it. GOOD LUCK !!!

Welcome to STQM 260: Introduction to Statistics

I hope that you had a great summer and that you are fresh and ready to start a new semester.

This class is very demanding as it is quantitative in addition to being fully online. You will need to do a lot of reading from the textbook/PowerPoints, watch the videos posted on blackboard, and solve problems from the Hawkes in order to succeed. Your work should start on the first day and should continue on a daily basis until you are done with what is required from the class in terms of assignments, quizzes, and exams as stated on the syllabus and the 'STQM 260 Coursework Due Dates' document. Please check and follow Blackboard calendar or the 'STQM 260 Coursework Due Dates' document, containing in sequence the deadlines for the homework assignments, quizzes, and exams as well as the weight of each.

DEADLINES WILL BE ENFORCED. All of the homework assignments, quizzes, and exams will be done using the Hawkes Learning Systems and therefore buying the code is a **MUST** for this course. If you have taken previously this course at Ferris and have already used Hawkes software for 'Discovering Statistics', there is no need to purchase it again. You can reuse the one you have but you will need to contact Hawkes in order to eliminate anything that was previously done. Two assignments 7.7 & 8.5 were added as bonus (extra credit) each worth 1.1%. You will not be penalized if you don't do the two bonus assignments but if you have time, try to get the extra credit.

Please check the syllabus and the Hawkes Information on Blackboard so that you can easily register for the Hawkes. Please check also the calendar and make sure to stick to the deadlines. All of the homework assignments, quizzes, and exams are available to you so you can start any of them at any time you want. Once the deadline of a quiz or exam is reached, you **WILL NOT BE ABLE TO OPEN IT AGAIN** and if you are in the process of doing it, it will close on you at 11:59 pm (timing of the Hawkes server). Regarding the homework assignments, please do them by the deadline otherwise you will start losing 1 point per day for four consecutive days and then the grade will stay flat at 6 points if of course you do it and be certified at a later day. For all homework assignments, you will need to be certified in order to get any grade and you will get full grade if you do it by the deadline. For the quizzes and exams, you will lose all points if any is not done by the deadline.

Note: Try to start everything ahead so that you are not behind and start losing credit. If you are having a problem, please take a screen shot of it and send it to me. Also you need to know that the Hawkes have a very good service so please contact them if the issue is related to your computer or their server. If you have issues with the software 'Hawkes' while taking a quiz or exam, please contact, right away, the Hawkes and explain the problem you are facing. Taking a screen shot of the problem/issue is always a good idea.

If you haven't purchased your course material, you have the option to purchase the Hawkes Learning Systems Code from Hawkes Company for \$77 and a used textbook from the internet for no more than \$15. The e-book from the Hawkes costs \$15.

Information Needed to Register for the Hawkes:

Hawkes Course ID: FerrisSTAT

Instructor Name: Eljse Kouider

Course Section: Fall 2018 STQM 260

Textbook: Discovering Statistics

Course Syllabus **STQM 260 Fall 2018**

Course Title: Introduction to Statistics (3 credit hours)
Instructor: Yong Xu, Ph.D., Associate Professor of Data Analytics
Office: BUS 351
Phone: (231) 591-2497
E-mail Address: xuy1@ferris.edu
Office Hours: Monday and Wednesdays 4 pm - 6 pm or by appointment
Student Time: Monday and Wednesdays 2 pm – 4 pm

Last day of class for 2018 fall semester is December 7

Course Description:

Introduce and explore practical aspects of sampling, data presentation, measures of central tendency and dispersion, basic probability theory, the normal probability distribution, the sampling distribution of sample means and sample proportions, confidence intervals and hypothesis tests for one-sample designs, simple linear regression and correlation. Prerequisites: MATH 114, 115, 116, 120, 126, 130, 132, or 135 with a C- or better or 24 on ACT or 560 on SAT.

Student Learning Outcomes:

At the end of this course, students will be able to

1. Summarize and interpret numeric and categorical data both numerically and visually using tabular, graphical and numerical techniques.
2. Summarize and interpret relationships between two numeric variables using scatter plots, correlation, and regression.
3. Apply basic probability concepts, probability distributions, and sampling distributions.
4. Use statistical inference to draw a conclusion for one population mean and proportion.

Topics to be covered:

Chapter 1: Statistics & Problem Solving

- 1.1 Who will be our next president?
- 1.2 Statistics and Quality
- 1.3 Descriptive versus inferential statistics
- 1.4 The consequences of statistical illiteracy

Chapter 2: Data, Reality & Problem Solving

- 2.1 The Lords of Data
- 2.2 Science and data
- 2.3 Decision making and data
- 2.4 Collecting data
- 2.5 Data classification
- 2.6 Levels of measurement**

- 2.7 Time series data
- 2.8 Cross-sectional data
- 2.9 Data resources
- 2.10 Discovering technology

Chapter 3: Organizing, Displaying, and Interpreting Data

- 3.1 Frequency distributions
- 3.2 The value of graphs*
- 3.3 Displaying qualitative data graphically*
- 3.4 Constructing frequency distributions for qualitative data
- 3.5 Histograms
- 3.6 The stem and leaf display
- 3.7 The ordered array
- 3.8 Dot plots
- 3.9 Plotting times series data**†
- 3.10 A look at world population
- 3.11 Discovering technology

Chapter 4: Describing Data from One Variable**

- 4.1 Measures of location
- 4.2 Selecting a measure of location
- 4.3 Measures of dispersion
- 4.4 Measures of relative position
- 4.5 Using the standard deviation
- 4.6 A second look at the tuition data
- 4.7 Data sub-setting
- 4.8 The coefficient of variation
- 4.9 Analyzing group data
- 4.10 Proportions
- 4.11 Discovering technology

Chapter 5: Discovering Relationships†

- 5.1 Bivariate data
- 5.2 Looking for patterns in the data
- 5.3 Building a model
- 5.4 Measuring the degree of linear relationship
- 5.5 Avoiding some correlation pitfalls
- 5.6 Defining a linear relationship – Regression analysis
- 5.7 Finding the least squares line
- 5.8 Estimating a linear relationship
- 5.9 Interpreting the regression equation
- 5.12 Estimating the linear relationship between the SAT scores and graduating GPA
- 5.13 Fitting a linear time trend
- 5.14 Discovering technology

Chapter 6: Probability, Randomness, and Uncertainty

- 6.1 Important definitions
- 6.2 Interpreting probability: relative frequency
- 6.3 Interpreting probability: subjective approach

- 6.4 Interpreting probability: classical approach
- 6.5 What is probability?
- 6.6 Some laws of probabilities
- 6.7 What's the connection between probability and statistics?
- 6.8 Probability and business
- 6.9 Other probability rules
- 6.10 Conditional probability
- 6.11 Independence
- 6.12 Fundamental counting rule
- 6.13 Discovering technology

Chapter 7: Probability Distribution, Information about the Future

- 7.1 Types of random variables
- 7.2 Discrete probability distributions
- 7.3 Expected value
- 7.4 Variance of a discrete random variable
- 7.5 Where do probability distributions come from?
- 7.7 The binomial distribution (optional/bonus)

Chapter 8: Continuous Random Variables

- 8.2 Normal distribution
- 8.3 The standard normal
- 8.4 Z-transformations
- 8.5 Approximations to other distributions (optional/bonus)
- 8.6 Discovering technology

Chapter 9: Sampling and Sampling Distributions

- 9.1 Random samples*
- 9.2 Choosing a representative sample*
- 9.3 Sampling distributions
- 9.4 Statistics as random variables
- 9.5 Why calculate the sample mean?
- 9.6 The distribution of the sample mean
- 9.7 Using the central limit theorem
- 9.9 Other forms of sampling
- 9.10 Discovering technology

Note:

Ethical issues are addressed and discussed when covering sampling techniques (picking a random/probabilistic sample and not a non-probabilistic sample (i.e. convenient/voluntary/judgment) and also an emphasis is given when graphing (graphs shouldn't be used to mislead others).

Check your email every weekday.

Homework Information

The homework is assigned on the Hawkes Learning Systems with specific due dates. **DUE DATES ARE MEANT TO BE THERE AND WILL BE ENFORCED WHETHER IT RELATES TO HOMEWORK ASSIGNMENTS, QUIZZES, OR EXAMS.**

Assignments, Quizzes, and Exams Procedure

You are expected to work all problems individually unless you have group activity. There is a deadline and time limit for each HW and exam.

Do not wait for any work until the last minute as you are dealing with technology and unforeseen problems can occur.

NOTE: PLEASE DO NOT ASK ME TO POSTPONE OR GIVE YOU MORE TIME FOR ANY REASON WHATSOEVER. PLEASE START YOUR WORK EARLY AND FINISH EARLY. THERE IS NO NEED TO WAIT UNTIL THE LAST MINUTE TO DO YOUR WORK.

NOTE: Whenever you send me an email, you must tell me your section info or tell me when your class will be start. I have multiple sections so if you do not let me know your section info I will not process your request.

All of your homework assignments are done via the hawkes learning systems and so the hawkes learning systems is a must to purchase. Tophat software is used for quiz, attendance and exams.

GRADING POLICY: Grades are assigned at the discretion of the instructor.

Attendance and class performance (In <u>tophat</u>)	10%
Homework (In Hawkes learning)	15%
Quiz (In <u>tophat</u>)	15%
Test 1 (In <u>tophat</u>)	15%
Test 2 (In <u>tophat</u>)	15%
Comprehensive Final Exam (In <u>tophat</u>)	30%

Final letter grades will be based on the following scale:

93.3% - 100%	A	4.0
90.0% - 93.2%	A-	3.7
86.6% - 89.9%	B+	3.3
83.3% - 86.5%	B	3.0
80.0% - 83.2%	B-	2.7
76.6% - 79.9%	C+	2.3
73.3% - 76.5%	C	2.0
70.0% - 73.2%	C-	1.7
66.6% - 69.9%	D+	1.3
63.3% - 66.5%	D	1.0
60.0% - 63.2%	D-	0.7
00.0% - 59.9%	F	0.0

Resources (required):

Textbook: Discovering Statistics (2005) by James S. Hawkes and Williams H. Marsh, 2nd Edition

Software: Hawkes Learning Systems and Tophat.

TI-83 or TI-84 (or plus) Scientific Calculator

American with Disabilities Act:

Ferris State University is committed to following the requirements of the Americans with Disabilities Act, Amendments Act, and Section 504 of the Rehabilitation Act. If you are a student with a disability or think you may have a disability, contact the Disabilities Services office at 231.591.3057 (voice), or email

veda@ferris.edu to discuss your request further. More information can be found on the web at <http://www.ferris.edu/htmls/colleges/university/disability/>. Any student registered with Disabilities Services should contact the instructor as soon as possible for assistance with classroom accommodations.

Note: I reserve the right to make any needed and appropriate adjustments to this syllabus to better serve the students' learning.

EVENTS:

The College of Business Committee on Inclusion is hosting a free event Wednesday, September 12th, 2018, titled —The Glass Ceiling—Imaginary or **Not?**, which is the third in its *Conversation on Inclusion* series. Students who attend will be able to listen to the experiences of three successful businesswomen from the professions of manufacturing, accounting, and criminal justice. Each speaker has a distinctive background, and their stories add depth to this important part of our business culture, especially in light of the current social climate of the ~~#MeToo~~ movement. This is an excellent opportunity to participate in an event that is directly related to your future as a business professional.

Speakers will meet with students in breakout sessions from 3:00 – 4:00 p.m. in the University Center:

- UCB 217—Sue Franz: Vice President of Chemistry, Gentex Corporation
- UCB 213—Michelle McHale-Adams: Partner and Forensic Accountant, Plante Moran
- UCB 116—Karienne Thomas: Chief of Public Safety, Kalamazoo Public Safety

A social hour will also be held before the event, starting at 4:45 p.m. Students are encouraged to bring their resumes and meet with speakers during the breakout session and social hour. The Glass Ceiling will start promptly at 6:00 p.m., and will last until approximately 7:45 p.m. **Space is limited.** Registration is required and the online link is:

<https://events.eventzilla.net/e/conversation-on-inclusionthe-glass-ceiling-imaginaryor-not-2118953562>

You can find additional information on posters and campus-wide digital signage. If you have specific questions or concerns, or need an accommodation, please contact Professor Cathy Browers at 231-591-3145.