MEMORANDUM

TO: Debra Jackson, Institutional Effectiveness and Assessment
Doris R. Helms, Vice President for Academic Affairs and Provost
James F. Barker, President

FROM: Janice W. Murdoch, Chair, Undergraduate Curriculum Committee

DATE: November 9, 2007

SUBJECT: Administrative Approval of Curriculum Items

The Undergraduate Curriculum Committee met on November 2, 2007, to approve the attached curriculum/course changes received in the Office of the Provost, November 12, 2007. The purpose of this memorandum is to respectfully request that you review this information and concur by giving final approval.

APPROVED:

[Signatures]

DATE 11-14-07
DR. DEBRA JACKSON, INSTITUTIONAL EFFECTIVENESS AND ASSESSMENT

DATE 11-26-07
DR. DORIS HELMS, VICE PRESIDENT FOR ACADEMIC AFFAIRS & PROVOST

DATE 11/27/07
JAMES F. BARKER, PRESIDENT CLEMSON UNIVERSITY

/br

C: File

Attachments
A College of Agriculture, Forestry and Life Sciences

Crosslisting
- AP EC 357: Natural Resource Economics 03(03.00)
- C R D 357: Natural Resource Economics 03(03.00)

Change of prerequisite
- BIOSC 425: Introductory Mycology 03(3.0)
- BIOSC 426: Mycology Practicum 02(01.01)

New course
- FOR 252: Forest Operations 01(00.03)

Change of credit
- FOR 416: Forest Policy and Administration ✓

Curriculum change
- BS Forest Resource Management ✓
- Forest Resource Management Minor ✓

B College of Architecture, Arts and Humanities

New course
- ITAL 475: Advanced Italian Seminar 03(03.00)

Change of prerequisite
- SPAN 311: Survey of Spanish-American Literature 03(03.00)
- SPAN 318: Spanish Through Culture 03(03.00)

Change of number, change of prerequisite
- SPAN 313: Survey of Spanish Literature I 03(03.00)

Curriculum change
- BA Modern Languages Spanish Concentration ✓

Change of prerequisite
- ENGL 490: Advanced Technical and Business Writing 03(03.00)

Change of description
- ENGL 496: Senior Seminar 03(03.00)

Change of title, change of description
- HIST 172/H172: The West and the World I 03(03.00)
- HIST 173/H173: The West and the World II 03(03.00)
- HIST 319: Gender and Law in the United States History 03(03.00)

Change of number
- GEOG 399: Geography Creative Inquiry 01-03(01-03.00)

Curriculum change
- BA History ✓

New course
- COMM 316: Girhood, Media, and Popular Culture 03(03.00)

Crosslisting
- WS 316: Girhood, Media, and Popular Culture 03(03.00)
- COMM 316: Girhood, Media, and Popular Culture 03(03.00)

Change of prerequisite
- COMM 495: Creative Inquiry Capstone 03(03.00)

Change of title, change of prerequisite, change of description
- COMM H496: Honors Creative Inquiry Capstone 03(03.00)

Course deletion
- COMM H493: Honors Prospectus Project 01(01.00)
- COMM H494: Honors Research 03(03.00)

C College of Business and Behavioral Science

Change of prerequisite
- FIN 306: Corporation Finance 03(03.00)
Courses/Curricula approved at the November 2, 2007 meeting of the Undergraduate Curriculum Committee

Curriculum change
Pre-Business Program

Change of number, change of title, change of credit, change of credit hours, hours distribution, change of description, change of prerequisite
G C 165 Foundations for Graphic Communication 04(02,06)

Change of prerequisite
G C 405/H405 Packaging and Specialty Printing 02(02,00)
G C 406/H406 Packaging and Specialty Printing Lab 02(00,06)

Curriculum change
BS Graphic Communications

New course
MKT 497 Creative Inquiry 01-03(01-03,00)

Curriculum change
BS Industrial Management
BS Management

General Education Competencies
BS Accounting
BS Financial Management
BS Marketing

Curriculum change
BA Political Science

D College of Engineering and Science
Change of course identifier(s)
MTHSC 492 Professional Development 01(01,00)

Change of prerequisite
C M E 422 Mechanical Behavior of Materials 03(03,00)

Change of abbreviation, change of title, and change of description
MS&E 324 Statistics for Materials Science and Engineering 03(03,00)

E College of Health, Education and Human Development
Change of credit, change of description
HLTH 402 Principles of Health Fitness 04(03,01)
NURS H328 Honors Seminar I 01(01,00)

New course
L S 161 Turkey Hunting 01(00,03)
L S 173 Bass Fishing 01(00,03)
L S 232 Core Stability Training 01(00,03)
L S 238 Vinyasa Flow Yoga 01(00,03)
L S 242 Meditation and Relaxation 01(00,02)
L S 251 Running and Jogging 01(00,03)
7 L S 389 Intermediate Tennis 01(00,03)

Change of credit, change of course identifier(s)
ED 322 Responding to Emergencies 03(02,01)

Curriculum change
BA Secondary Education, Teaching Area, Mathematics

New course
PRTM 419 Therapeutic Recreation & Aspects of Disability Across the Lifespan 03(03,00)

Change of credit hours distribution
PRTM 352 Camp Organization and Administration 03(03,00)

New course
PRTM 200 The Professional and Practice in PRTM 01(01,00)
PRTM 220 Conceptual Foundations of PRTM 02(02,00)
Courses/Curricula approved at the November 2, 2007 meeting of the Undergraduate Curriculum Committee

**PRTM 221** Delivery Systems for Parks, Recreation & Tourism 02(02,00)
**PRTM 222** Program & Event Planning in Parks, Recreation & Tourism 03(02,01)
**PRTM 223** Administration/Management in Parks, Recreation & Tourism 04(03,01)
**PRTM 224** Legal Aspects of Parks, Recreation & Tourism 02(02,00)

### Curriculum change
- BS Parks, Recreation and Tourism Management, Professional Golf Management (PGM) Concentration
- BS Parks, Recreation and Tourism Management, Parks and Protected Area Management (PPAM) Concentration
- BS Parks, Recreation and Tourism Management, Therapeutic (TR) Recreation Concentration
- BS Parks, Recreation and Tourism Management, Travel and Tourism (T & T) Concentration
- BS Parks, Recreation and Tourism Management, Community Recreation, Sport, and Camp Management (CRSCM) Concentration
- BS Parks, Recreation and Tourism Management, PRTM Undeclared

### Calhoun Honors College

**New Course**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHSH 190</td>
<td>Calhoun Scholars Colloquium: Arts/Humanities (Lit)</td>
<td>03(03,00)</td>
</tr>
<tr>
<td>CHSH 191</td>
<td>Calhoun Scholars Colloquium: Arts/ &amp; Humanities</td>
<td>03(03,00)</td>
</tr>
<tr>
<td>CHSH 192</td>
<td>Calhoun Scholars Colloquium: Social Science</td>
<td>03(03,00)</td>
</tr>
<tr>
<td>CHSH 193</td>
<td>Calhoun Scholars Colloquium: Cross-Cultural Awareness</td>
<td>03(03,00)</td>
</tr>
<tr>
<td>CHSH 194</td>
<td>Calhoun Scholars Colloquium: Science &amp; Technology in Soci</td>
<td>03(03,00)</td>
</tr>
</tbody>
</table>
# COURSE APPROVAL FORM

**Form Number:** 11099

## Section I

<table>
<thead>
<tr>
<th>Course</th>
<th>Effective Date</th>
<th>Scheduling and Transcript Title</th>
<th>Credits</th>
<th>Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>FIN 306</td>
<td>08/2008</td>
<td>CORPORATION FINANCE</td>
<td>03</td>
<td>03</td>
</tr>
</tbody>
</table>

### General Education Areas

## Section II

### Request for Approval

- **Change of Prerequisite:** None

## Section III

**Course Identifier:** Type

- A = Lecture

**Course Identifier:** Modifier

## Section IV

### Courses Replaced

- Current Preq: ACCT 201; and MTHSC 203 or 301 or 309 or EX ST 301; or consent of instructor
- New Preq: ACCT 201; and MTHSC 301 or 309 or EX ST 301

### Course Changes

## Section V

**Course Taxonomy Code:**

Grades of I (Incomplete)

Standard rules will apply.

## Section VI

### Catalog Descriptive Title

Introduction to financial management of nonfinancial firms. Includes such topics as analysis of financial statements, capital budgeting, and long-term financing decisions. Credit may not be received for both FIN 306 and 311.

### Catalog Description

### Prerequisites

Preq.: ACCT 201; and MTHSC 301 or 309 or EX ST 301

## Section VII

### Projected enrollment:

- **1st Year:** Of whom?
- **2nd Year:** For whom?
- **3rd Year:**
- **4th Year:**

### Required course?

### Elective course?

### Are library holdings adequate?

### Brief statement of need for course:

## Additional Information

**Form Originator:** Angela Morgan (AM) on 9/6/2007

**URL of Supporting Documents**

**Comments**

## Section VIII - Routing for Approval or Review

(Sign with black pen only.)

- **Chair, Department Curriculum Committee/Date:** 10/19/07
- **Department Chair/Date:** 10/10/07
- **Chair, College Curriculum Committee/Date:** 10/12/07
- **College Dean/Date:** 10/12/07

Should the department chair or the college dean have objections to the course change or the curriculum proposal, the chair or dean should sign the form indicating that the issue has been seen. The chair or dean should attach a letter setting forth the problem or objections.

- **Chair, Honors Committee (if appropriate)/Date:** 11/2/2007
- **Chair, Undergraduate Curriculum Committee/Date:**
- **Chair, Graduate Curriculum Committee/Date:**
- **Proposal/Date:** 11/26/07
- **President/Date:** 11/27/07
Effective for Catalog Year: 2008-2009

☐ New Major/Program  CHE documentation is required.
   Proposed Name: 

X Change to Existing Major/Program  Current Name: Pre-Business
   Mark all that apply:
   □ Change Major/Program/Degree NAME to: 
   □ *Create New Concentration(s).  Explain below.  CHE documentation is required.
   □ Change Concentration NAME(S).  Explain below or on separate attachment.
   X Revise or Delete Major/Program/Concentration(s)/Emphasis Areas - CHE review is not required.  Explain below.
   □ *Revise Major/Program/Concentration(s) – Requires CHE review.  Explain below.
      CHE documentation is required.

Please limit the explanation below to four or five lines to insure signatures are included on this page.

Short explanation and/or summary of changes **:
Change Business 101 from an elective to a required course for all Pre-Business majors. Class incorporates e-portfolio creation/implementation.

Mark attachments that are included:
X Proposed Curriculum by semester (catalog format).
   * CHE required documentation.
   ** Additional explanation and/or summary of changes or other attachments.

For new majors, which minors are not allowed? N/A

Routing for Approval or Review: (sign with black ink only)

James Mueller 12/09/07
Chair, Department Curriculum Committee  Date

Denny Egge 12/04/07
Department Chair  Date

John Craighead 10/12/07
Chair, College Curriculum Committee  Date

Natalie 10/12/07
College Dean  Date

Chair, University Curriculum Committee  Date

Provost  Date

President  Date

Revised: 3/23/04
BUS 101 Business Foundations 1(1,0) Overview of the business environment. Topics include the economic and legal foundations of business and an introduction to the human resources, marketing, operations, and financial functions of global businesses.

Current Freshman Curriculum

First Semester
3 - ECON 211 Principles of Microeconomics
3 - MTHSC 102 Intro. to Math. Analysis or
   4 - MTHSC 106 Calculus of One Variable I
3 - PSYCH 201 Introduction to Psychology or
   3 - SOC 201 Introduction to Sociology
4 - Natural Science Requirement
2 - Elective
15

Second Semester
3 - COMM 150 Intro. to Human Comm. or
   3 - COMM 250 Public Speaking
3 - ECON 212 Principles of Macroeconomics
3 - ENGL 103 Accelerated Composition
3 - MTHSC 207 Multivariable Calculus or
   4 - MTHSC 108 Calculus of One Variable II
3 - Science and Tech. in Society Requirement
15

1 The following sequences are acceptable: MTHSC 102/207, 106/108, 106/207. For each of the four-credit-hour courses taken, one credit will be applied toward the elective credit hour requirement.

2 See General Education Requirements.
Proposed Freshman Curriculum

First Semester
3 - ECON 211 Principles of Microeconomics
3 - MTHSC 102 Intro. to Math. Analysis or
   4 - MTHSC 106 Calculus of One Variable I
3 - PSYCH 201 Introduction to Psychology or
   3 - SOC 201 Introduction to Sociology
4 - Natural Science Requirement
1 - BUS 101 Business Foundations
1 - Elective
15

Second Semester
3 - COMM 150 Intro. to Human Comm. or
   3 - COMM 250 Public Speaking
3 - ECON 212 Principles of Macroeconomics
3 - ENGL 103 Accelerated Composition
3 - MTHSC 207 Multivariable Calculus or
   4 - MTHSC 108 Calculus of One Variable II
3 - Science and Tech. in Society Requirement
15

1 The following sequences are acceptable: MTHSC 102/207, 106/108, 106/207. For each of the four-credit-hour courses taken, one credit will be applied toward the elective credit/hour requirement.

2 See General Education Requirements.
## COURSE APPROVAL FORM

**Form Number 11287**

<table>
<thead>
<tr>
<th>Course</th>
<th>Effective Date</th>
<th>Scheduling and Transcript Title</th>
<th>Credits</th>
<th>Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>G C 165</td>
<td>08/2008</td>
<td>General Education Areas</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### General Education Areas

#### Section II

<table>
<thead>
<tr>
<th>Request for Approval</th>
<th>Course Identifier: Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Change of Number</td>
<td></td>
</tr>
<tr>
<td>Change of Title</td>
<td></td>
</tr>
<tr>
<td>*Change of Credit</td>
<td></td>
</tr>
<tr>
<td>*Change of Credit Hours Distribution</td>
<td></td>
</tr>
<tr>
<td>*Change of Description</td>
<td></td>
</tr>
<tr>
<td>Change of Prerequisite</td>
<td></td>
</tr>
</tbody>
</table>

#### Section III

<table>
<thead>
<tr>
<th>Course Identifier: Modifier</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/B = Lecture with Lab (Lab fee assessed.)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Identifier: Modifier</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
</tr>
</tbody>
</table>

### Section IV

<table>
<thead>
<tr>
<th>Courses Replaced</th>
</tr>
</thead>
<tbody>
<tr>
<td>G C 245</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Changes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credits, distribution, title, number, description and prerequisites are to change.</td>
</tr>
</tbody>
</table>

### Section V

<table>
<thead>
<tr>
<th>Course Taxonomy Code</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grades of I (Incomplete)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard rules will apply.</td>
</tr>
</tbody>
</table>

### Section VI

<table>
<thead>
<tr>
<th>Catalog Descriptive Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundations for Graphic Communications</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Catalog Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>This course is designed to provide basic experience in CAD/technical drawing, along with a basic understanding of safety, polymers, electrical, pneumatic, hydraulic, mechanical drive, and lubrication systems as a foundation for other GC core courses and future careers in the printing, packaging and allied industries.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Prerequisites</th>
</tr>
</thead>
<tbody>
<tr>
<td>None.</td>
</tr>
</tbody>
</table>

### Section VII

<table>
<thead>
<tr>
<th>Projected enrollment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Year: 0090</td>
</tr>
<tr>
<td>2nd Year: 0070</td>
</tr>
<tr>
<td>3rd Year: 0070</td>
</tr>
<tr>
<td>4th Year: 0070</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Required course?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Of whom?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graphic Communications majors</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elective course?</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>For whom?</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Are library holdings adequate?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Y</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Brief statement of need for course:</th>
</tr>
</thead>
<tbody>
<tr>
<td>The hands-on laboratory component of the major requires the student, from the first day, to be safety conscious and this will also carry over to their future career in the industry. The same is true with understanding the basic elements that keep computers, presses and other equipment running. A working knowledge of electricity, pneumatics, hydraulics, mechanical drive, polymer technology and lubrication systems will assist the student and graduate in becoming successful. First-hand experience working with CAD, or technical drawings, will be beneficial in any job when installing or considering the purchase of new equipment; expanding, renovating or planning an entire facility; or reviewing parts books or the network wiring for computers. CAD is also a building block for designing packaging material for all forms of printing dealing with commercial products to consumer goods. It starts with the basics of sketching ideas to the precise diagrams of every part of a five million dollar offset press. The curriculum is not designed to create an operator in the industry, but rather a problem-solver who can interact with people in production, management, support services, vendors, etc. all of whom have to work together to solve the day to day workings of a printing company. To this end the topics will be designed to create a foundation to be built on in all following classes in GC.</td>
</tr>
</tbody>
</table>

### Additional Information

*Form Originator:* Carol Jones (jensenc) on 10/11/2004

*URL of Supporting Documents:*

*Comments:*
Section VIII - Routing for Approval or Review
(Sign with black pen only.)

Chair, Department Curriculum Committee/Date: 10/11/07

Department Chair/Date: 10/12/07

Chair, College Curriculum Committee/Date: 10/12/07

College Dean/Date:

Should the department chair or the college dean have objections to the course change or the curriculum proposal, the chair or dean should sign the form indicating that the issue has been seen. The chair or dean should attach a letter setting forth the problem or objections.

Chair, Honors Committee (if appropriate)/Date: 11/2/2007

Chair, Undergraduate Curriculum Committee/Date:

Chair, Graduate Curriculum Committee/Date: 11-24-07

Provost/Date: 11-27-07

President/Date:
SAMPLE SYLLABUS FORM

GC 165 Foundations in Graphic Communications, 4 Cr. (2.6)

Form Number 11287

Catalog Description
This course is designed to provide basic experience in CAD/technical drawing, along with a basic understanding of safety, polymers, electrical, pneumatic, hydraulic, mechanical drive, and lubrication systems as a foundation for other GC core courses and future careers in the printing, packaging and allied industries.

Prerequisites
None

Textbook(s)
The instructor, to support specific instructional objectives, will present supplemental readings and books.

Course Coordinator
Carol Jones

Objectives

Through lecture and lab experiences, the students will:

1. Identify the roles that they must play as a student in the Department of Graphic Communications and as a supervisor in their future managerial responsibilities.
2. Establish proper safety protocol for working on equipment in the printing industry with careful attention to personal safety, environmental issues, and facility management.
3. Construct CAD drawings for a physical plant layout of a room or section of a facility, an exploded perspective drawing of a component part of a type of printing equipment, and isometric and orthographic drawings of similar components.
4. Interpret the drawings for a plant addition/renovation or a new facility and determine the critical elements relating to the physical needs revolving around electrical power, heat/AC, computer network wiring, etc.
5. Define the procedures and concerns that must be addressed as equipment is installed and explain how CAD drawings assist in the process.
6. Develop a basic package design, to be rendered in 2D and 3D, taking into consideration the security of the product, overall appearance of the package, shipping, and the graphics used.
7. Develop an understanding of the material costs associated with a package design and its impact on the final product.
8. Define the value of experience in CAD as it relates to the future career opportunities in the printing industry.
9. Develop a basic understanding of common hand tools used in normal operation and maintenance equipment in the industry.
10. Demonstrate a working knowledge of electrical components, electrical application of power, and electrical circuits.
11. Demonstrate a working knowledge of hydraulic/pneumatic components, hydraulic/pneumatic application of power, and hydraulic/pneumatic systems.
12. Explain how the different drive systems are used in mechanical applications in production situations in the industry.
13. Explain the importance of lubrication and how the proper schedule and selection of lubricants become an important of every production situation.
14. Outline the process for producing polymer materials and cite the conditions that need to be addressed for proper forming of a polymer container and packaging material.
15. Recognize the importance of accurate measurement and apply the concepts to technical drawings in two-dimensional and three-dimensional representations of buildings, equipment, parts, packaging, etc.
16. List the alternatives for forming metal components, recognizing the importance of hardness, wear, fastening options, and protection.
17. Demonstrate the ability to represent ideas with simple isometric and orthographic projection techniques.
### SAMPLE SYLLABUS FORM

<table>
<thead>
<tr>
<th>Topical Outline</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Safety—Personal safety, safety regulations and regulating agencies,</td>
<td>12 hrs</td>
</tr>
<tr>
<td>accountability, responsibility, and implementation</td>
<td></td>
</tr>
<tr>
<td>B. Hand tool applications—working with the right tool</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>C. Measurement elements—linear measurement, dimensioning, scaling,</td>
<td>9 hrs.</td>
</tr>
<tr>
<td>tolerances, conversions, geometric calculations, etc.</td>
<td></td>
</tr>
<tr>
<td>D. Basic sketching—geometric construction, isometric drawing, orthographic</td>
<td>6 hrs.</td>
</tr>
<tr>
<td>projection in 3 and 6 views, looking at images from various viewpoints</td>
<td></td>
</tr>
<tr>
<td>E. Standard lines and symbols used for proper identification</td>
<td>2 hrs.</td>
</tr>
<tr>
<td>F. Drafting standards and technical language</td>
<td>2 hrs.</td>
</tr>
<tr>
<td>G. The basics of CAD</td>
<td></td>
</tr>
<tr>
<td>1. Why use CAD</td>
<td>7 hrs.</td>
</tr>
<tr>
<td>2. The components of a CAD system</td>
<td></td>
</tr>
<tr>
<td>3. Operating systems and file formats</td>
<td></td>
</tr>
<tr>
<td>4. Commands and functions available to create, edit, transform and</td>
<td></td>
</tr>
<tr>
<td>visualize images in CAD software</td>
<td></td>
</tr>
<tr>
<td>5. Basic geometric construction</td>
<td></td>
</tr>
<tr>
<td>H. Create images from specifications</td>
<td>2 hrs.</td>
</tr>
<tr>
<td>I. Create technical drawings for architectural structures and plant layout</td>
<td>4 hrs.</td>
</tr>
<tr>
<td>J. Create technical drawings of basic machine parts</td>
<td>5 hrs.</td>
</tr>
<tr>
<td>K. Create exploded view drawings</td>
<td>5 hrs.</td>
</tr>
<tr>
<td>L. Review working documents for building construction/renovation,</td>
<td>6 hrs.</td>
</tr>
<tr>
<td>equipment installation (including equipment location, electrical</td>
<td></td>
</tr>
<tr>
<td>wiring diagrams, plumbing, pneumatics, hydraulic specifications, etc.)</td>
<td></td>
</tr>
<tr>
<td>M. Review technical drawings for equipment, including appropriate</td>
<td></td>
</tr>
<tr>
<td>notations, specifications and tolerances found in parts books and technical</td>
<td></td>
</tr>
<tr>
<td>literature accompanying equipment installation and maintenance</td>
<td></td>
</tr>
<tr>
<td>N. Design layouts for packaging and working with plotters for sample output</td>
<td>6 hrs.</td>
</tr>
<tr>
<td>O. Working with 3D Rendering</td>
<td>4 hrs.</td>
</tr>
<tr>
<td>P. Electrical—electrical components, electrical energy, generating electrical</td>
<td>6 hrs.</td>
</tr>
<tr>
<td>current, circuits, circuit loads, resistance, flow, etc.</td>
<td></td>
</tr>
<tr>
<td>Q. Power drive systems—gears, pulleys, belts, friction, pneumatics, hydraulic</td>
<td>6 hrs.</td>
</tr>
<tr>
<td>servos drives</td>
<td></td>
</tr>
<tr>
<td>R. Lubrication—proper selection of lubrication, lubrication schedules,</td>
<td>3 hrs.</td>
</tr>
<tr>
<td>lubrication specialist</td>
<td></td>
</tr>
<tr>
<td>S. Polymers—creating and forming polymers, polymer characteristics, molding</td>
<td>6 hrs.</td>
</tr>
<tr>
<td>alternatives and recycling of polymers</td>
<td></td>
</tr>
<tr>
<td>T. Metal components and fabrication</td>
<td>6 hrs.</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>105 hrs</strong></td>
</tr>
</tbody>
</table>

### Activities:

A. Safety search within the graphic communication laboratories.

B. There will be three hand sketching assignments using a combination of basic layout diagrams, isometric, and orthographic projections. The first will be un-graded and the last two will be graded exercises.

C. The student will complete a layout of one room in the building including all equipment, electrical outlets/lighting, plumbing, pneumatic, exhaust, network wiring, fire safety, etc. on separate layers in CAD.

D. The student will construct an exploded perspective drawing of a parts assembly presented to the class, marking all critical dimensions and tolerances from the accompanying specification sheet.

E. Review technical drawing of a new facility construction proposal and is able to answer relevant questions requested by the instructor.

F. Create a simple three-dimensional package design using proper software to create a container to hold the sample product. Design considerations will include the safety of the product, the overall size and shape, and the graphics being applied to the outside of the container, as well as material costs. The package will be imaged in 3D on the computer as well as plotted and assembled as an actual product sample.

G. The class will visit a facility in the printing industry currently going through a major renovation or plant addition to speak with the coordinator of the project to learn the importance of planning and
working with architectural drawing and vendors to manage equipment installation and building
H. Hand assembly of a CD holder fabricated from sheet metal and formed with hand tools and metal fabrication equipment.
I. Assembly of a basic electrical circuit including a switch, electrical outlet and plug.
J. Work through polymer learning activity, including injection molding, thermoforming, dip molding, and blow molding.
K. Power drive measurement activity to measure pulleys, gears, belts and friction drive systems involved in the printing industry.

<table>
<thead>
<tr>
<th>Outside Reading (if required)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lab Exercises:</td>
</tr>
<tr>
<td>Safety Search ........      15 points</td>
</tr>
<tr>
<td>Sketches of 2-D and 3-D images and profiles .......... 30 points</td>
</tr>
<tr>
<td>Plant Layout with layered utilities ............. 30 points</td>
</tr>
<tr>
<td>Parts Assembly ........... 50 points</td>
</tr>
<tr>
<td>Technical Drawing Review .... 40 points</td>
</tr>
<tr>
<td>Packaging Design Project ...... 50 points</td>
</tr>
<tr>
<td>Class Field Trip Write-up ...... 15 points</td>
</tr>
<tr>
<td>Assembly Project .......... 25 points</td>
</tr>
<tr>
<td>Creating a Basic Electrical Circuit .......... 30 points</td>
</tr>
<tr>
<td>Polymer Applications .......... 15 points</td>
</tr>
<tr>
<td>Drive Systems ........... 20 points</td>
</tr>
</tbody>
</table>

| Exams and Quizzes:         |
| Quizzes (3 lab/3 lectures@10 points each) .......... 60 points |
| Midterm .................. 75 points |
| Final Exam ............. 100 points |
| Total Points .......... 555 points |

<table>
<thead>
<tr>
<th>Cross-listing (if applicable)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Duplication (if applicable)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Honors Courses</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Study Abroad Courses</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Additional Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Form Originator</td>
</tr>
<tr>
<td>Nancy Leininger</td>
</tr>
</tbody>
</table>
# Course Approval Form

## Section I

<table>
<thead>
<tr>
<th>Course</th>
<th>Effective Date</th>
<th>Scheduling and Transcript Title</th>
<th>Credits (Sem Hrs)</th>
<th>Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>G C H 405</td>
<td>08/2008</td>
<td>PKG &amp; SPECIALTY PRTG</td>
<td>02</td>
<td>02 00</td>
</tr>
<tr>
<td>G C 405</td>
<td>605</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### General Education Areas

### Section II

#### Request for Approval

- A = Lecture

#### Change of Prerequisite

- None

### Section III

#### Course Identifier: Type

- A = Lecture

#### Course Identifier: Modifier

- None

### Section IV

#### Courses Replaced

- old prereq: GC 245, 310, 350; concurrent enrollment in GC 406; or consent of instructor

#### Course Changes

- new prereq: GC 165, 310, 350; concurrent enrollment in GC 406; or consent of instructor

### Section V

#### Course Taxonomy Code

- Standard rules will apply.

### Section VI

#### Catalog Descriptive Title

#### Catalog Description

#### Prerequisites

- new prereq: GC 165, 310, 350; concurrent enrollment in GC 406; or consent of instructor

### Section VII

#### Projected Enrollment

<table>
<thead>
<tr>
<th>1st Year:</th>
<th>2nd Year:</th>
<th>3rd Year:</th>
<th>4th Year:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Required course?</td>
<td>Of whom?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elective course?</td>
<td>For whom?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Are library holdings adequate?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Brief statement of need for course:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Additional Information

- Form Originator: Nancy Leininger (LNANCY) on 10/11/2004

- URL of Supporting Documents

- Comments

---

**Section VIII - Routing for Approval or Review**

(Sign with black pen only.)

- Chair, Department Curriculum Committee/Date: 10/11/07
- Department Chair/Date: 10/11/07
- Chair, College Curriculum Committee/Date: 10/12/07
- College Dean/Date: 10/12/07
- Chair, Honors Committee (if appropriate)/Date: 11/18/07
- Chair, Undergraduate Curriculum Committee/Date: 11/20/07
- Chair, Graduate Curriculum Committee/Date: 11/20/07
- Provost/Date: 11/27/07
- President/Date: 11/27/07

Should the department chair or the college dean have objections to the course change or the curriculum proposal, the chair or dean should sign the form indicating that the issue has been seen. The chair or dean should attach a letter setting forth the problem or objections.
# COURSE APPROVAL FORM

## Section I

<table>
<thead>
<tr>
<th>Course</th>
<th>Effective Date</th>
<th>Scheduling and Transcript Title</th>
<th>Credits (Sem Hrs)</th>
<th>Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GC 406</td>
<td>08/2008</td>
<td>PKG &amp; SPEC PRTG LAB</td>
<td>02</td>
<td>00 06</td>
</tr>
</tbody>
</table>

### General Education Areas

### Section II

#### Request for Approval

- B = Lab (Lab fee assessed.)
- Change of Prerequisite: None

#### Section III

- Course Identifier: Type
  - B = Lab (Lab fee assessed.)
- Course Identifier: Modifier
  - None

### Section IV

- Courses Replaced
- Old prereq: GC 245, 310, 350; concurrent enrollment in GC 405; or consent of instructor

### Section V

- Course Taxonomy Code
- Standard rules will apply.

### Section VI

- Catalog Descriptive Title
- Catalog Description
- Prerequisites: new prereq: GC 165, 310, 350; concurrent enrollment in GC 405; or consent of instructor

### Section VII

- Projected enrollment:
- 1st Year:
- Required course?: Of whom?
- Elective course?: For whom?
- Are library holdings adequate?
- Brief statement of need for course:

### Additional Information

- Form Originator: Nancy Leininger (LNANCY) on 10/11/2004
- URL of Supporting Documents
- Comments

---

**Section VIII - Routing for Approval or Review**

(Sign with black pen only.)

- Chair, Department Curriculum Committee/Date: 10-11-07
- Department Chair/Date: 10-12-07
- Chair, College Curriculum Committee/Date: 10-12-07
- College Dean/Date: 10-12-07

Should the department chair or the college dean have objections to the course change or the curriculum proposal, the chair or dean should sign the form indicating that the issue has been seen. The chair or dean should attach a letter setting forth the problem or objections.

- Chair, Honors Committee (if appropriate)/Date: 11-12-2007
- Chair, Undergraduate Curriculum Committee/Date: 11-12-07
- Chair, Graduate Curriculum Committee/Date: 11-12-07
- Provost/Date: 11-12-07
- President/Date: 11-12-07
**Undergraduate Curriculum Approval Form**

**For New Major Curricula/Programs or Changes to Existing Major Curricula/Programs**

<table>
<thead>
<tr>
<th>Effective for Catalog Year:</th>
<th>2008-2009</th>
</tr>
</thead>
</table>

- [ ] *New Major/Program*  
  CHE documentation is required.
  Proposed Name:  

- [x] Change to Existing Major/Program  
  Current Name: **B.S. Graphic Communications**

  Mark all that apply:
  - [ ] Change Major/Program/Degree NAME to:  
  - [ ] Create New Concentration(s). Explain below. CHE documentation is required.
  - [ ] Change Concentration NAME(S). Explain below or on separate attachment.
  - [x] Revise or Delete Major/Program/Concentration(s)/Emphasis Areas - CHE review is not required. Explain below.
  - [ ] Revise Major/Program/Concentration(s) – Requires CHE review. Explain below.
    
    CHE documentation is required.

Please limit the explanation below to four or five lines to insure signatures are included on this page.

**Short explanation and/or summary of changes**:  
GC 245 3 (2,3) changed to GC 165 4 (2,6) and moved to 1st semester freshman year  
MTHSC 203 deleted as an option in second semester freshman year and replaced with MTHSC 309  
Total of 11 Elective hours, changed to 10 hours; total of 15 Major Requirement hours, changed to 18 hours  
Course arranged to even out semesters, Footnotes corrected

**Mark attachments that are included**:  
- [x] Proposed Curriculum by semester (catalog format).
- [ ] CHE required documentation.
- ** Additional explanation and/or summary of changes or other attachments.

**For new majors, which minors are not allowed?**

---

**Routing for Approval or Review:** (sign with black ink only)

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nancy McGroderg</td>
<td>10/11/07</td>
</tr>
<tr>
<td>Chair, Department Curriculum Committee</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>John M. Coghroth</td>
<td>10/12/07</td>
</tr>
<tr>
<td>Chair, College Curriculum Committee</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Haile</td>
<td>10/12/07</td>
</tr>
<tr>
<td>Chair, University Curriculum Committee</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provost</td>
<td>11/26/07</td>
</tr>
<tr>
<td>Date</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>President</td>
<td>11/27/07</td>
</tr>
<tr>
<td>Date</td>
<td></td>
</tr>
</tbody>
</table>

Revised: 3/23/04
### Freshman Year

<table>
<thead>
<tr>
<th>First Semester</th>
<th>1st Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GC 101 Orientation to Graphic Communications</td>
<td>1(1,0)</td>
</tr>
<tr>
<td>GC 165 Foundations in Graphic Communications</td>
<td>4(2,6)</td>
</tr>
<tr>
<td>PSYCH 201 Introduction to Psychology</td>
<td>3(3,0)</td>
</tr>
<tr>
<td>▶ Approved CH or PHYS Lab Science Req.</td>
<td>4</td>
</tr>
<tr>
<td>▶ Mathematics Requirement</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Semester</th>
<th>2nd Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 103 Accelerated Composition</td>
<td>3(3,0)</td>
</tr>
<tr>
<td>EX ST 301 Introductory Statistics</td>
<td>3(2,2)</td>
</tr>
<tr>
<td>— or MTHSC 203 Elementary Statistical Inference</td>
<td>(4,0)</td>
</tr>
<tr>
<td>— or MTHSC 301 Statistical Theory and Methods I</td>
<td>(3,0)</td>
</tr>
<tr>
<td>— or MTHSC 309 Business Statistics</td>
<td>(3,0)</td>
</tr>
<tr>
<td>GC 104 Graphic Communications I</td>
<td>4(2,6)</td>
</tr>
<tr>
<td>PKGS 102 Introduction to Packaging Science</td>
<td>2(2,0)</td>
</tr>
<tr>
<td>▶ Approved CH or PHYS Lab Science Req.</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

### Sophomore Year

<table>
<thead>
<tr>
<th>First Semester</th>
<th>1st Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 201 Financial Accounting Concepts</td>
<td>3(3,0)</td>
</tr>
<tr>
<td>GC 207 Graphic Communications II</td>
<td>3(1,6)</td>
</tr>
<tr>
<td>GC 215 Photographic &amp; Digital Imaging Techniques</td>
<td>3(1,6)</td>
</tr>
<tr>
<td>MGT 201 Principles of Management</td>
<td>3(3,0)</td>
</tr>
<tr>
<td>▶ Arts and Humanities (Literature) Requirement</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Semester</th>
<th>2nd Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 202 Managerial Accounting Concepts</td>
<td>3(3,0)</td>
</tr>
<tr>
<td>COMM 250 Public Speaking</td>
<td>3(3,0)</td>
</tr>
<tr>
<td>ECON 200 Economic Concepts</td>
<td>3(3,0)</td>
</tr>
<tr>
<td>— or ECON 211 Principles of Microeconomics</td>
<td>(3,0)</td>
</tr>
<tr>
<td>EN SC 200 Introduction to Environmental Science</td>
<td>3(3,0)</td>
</tr>
<tr>
<td>GC 245 GG Mechanical Systems</td>
<td>3(2,9)</td>
</tr>
<tr>
<td>GC 310 Applied Principles of Electronic Workflow</td>
<td>4(2,6)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>16</strong></td>
</tr>
</tbody>
</table>

| **GC 350 Graphic Communications Internship I (1 credit hour) & CO-OP 101 (0) |

### Junior Year

<table>
<thead>
<tr>
<th>First Semester</th>
<th>1st Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>▶ GC 440 Commercial Printing</td>
<td>5(2,9)</td>
</tr>
<tr>
<td>▶ Arts &amp; Humanities (Non-Lit)/Cross Cultural Awareness</td>
<td>3</td>
</tr>
<tr>
<td>MKT 301 Principles of Marketing</td>
<td>3(3,0)</td>
</tr>
<tr>
<td>▶ Major Requirements</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Semester</th>
<th>2nd Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 314 Technical Writing</td>
<td>3(3,0)</td>
</tr>
<tr>
<td>GC 405 Package &amp; Specialty Printing Lecture</td>
<td>2(2,0)</td>
</tr>
<tr>
<td>GC 406 Package &amp; Specialty Printing Lab</td>
<td>2(0,6)</td>
</tr>
<tr>
<td>GC 446 Inks &amp; Substrates</td>
<td>3(2,3)</td>
</tr>
<tr>
<td>▶ Major Requirements</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

| ▶ GC 450 Graphic Communications Internship II (1 credit hour) & CO-OP 102 (0) |

### Senior Year

<table>
<thead>
<tr>
<th>First Semester</th>
<th>1st Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GC 444 Current Dev. &amp; Trends in GC</td>
<td>4(2,6)</td>
</tr>
<tr>
<td>MGT 307 Human Resource Management</td>
<td>3(3,0)</td>
</tr>
<tr>
<td>— or PSYCH 364 Industrial Psychology</td>
<td>(3,0)</td>
</tr>
<tr>
<td>▶ Major Requirements</td>
<td>6</td>
</tr>
<tr>
<td>Electives</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>14</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Second Semester</th>
<th>2nd Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>GC 448 Planning &amp; Controlling Printing Functions</td>
<td>3(2,3)</td>
</tr>
<tr>
<td>GC 480 Sr. Seminar in Graphic Communications</td>
<td>2(2,0)</td>
</tr>
<tr>
<td>▶ Major Requirements</td>
<td>3</td>
</tr>
<tr>
<td>Electives</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>14</strong></td>
</tr>
</tbody>
</table>

| **Total Semester Hours** = 122 |

---

**Summary of GC Changes (in BOLD or STRIKE THROUGH above)**

- GC 245 3(2,3), changed to GC 165 4(2,6) and moved to 1st semester freshman year.
- MTHSC 203 deleted as an option in second semester freshman year and replaced with MTHSC 309.
- Total of 11 Elective hours, changed to 10 hours, total of 15 Major Requirement hours, changed to 18 hours.
- Courses arranged to even out semesters, Footnotes corrected.

---

1. Approved Laboratory Science requirement must include one Chemistry (CH 101 or 105) and one Physics (PHYS 122/124 or 207/209).
2. See General Education Requirements.
3. Select any ENGL course from General Education Arts and Humanities (Literature) Requirement.
4. One internship must be in a Fall or Spring semester (summer at least 12 weeks, Fall/Spring 15 week minimum. GC 455 will not substitute for GC 450.
5. See General Education Requirements. These three credit hours or three Elective credit hours must also satisfy the Cross-Cultural Awareness Requirement.
6. Major Requirements must be approved by GC Faculty advisor prior to registration. A list of acceptable Major Requirements is available in the Graphic Communications Office.
7. GC 440 & GC 408/406 may be taken in any order.
# COURSE APPROVAL FORM

**Form Number 11247**

## Section I

<table>
<thead>
<tr>
<th>Course</th>
<th>Effective Date</th>
<th>Scheduling and Transcript Title</th>
<th>Credits (Sem Hrs)</th>
<th>Contact Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>MKT 497</td>
<td>01/2008</td>
<td>Creative Inquiry</td>
<td>01 - 03</td>
<td>01 - 03</td>
</tr>
</tbody>
</table>

**General Education Areas**

## Section II

**Request for Approval**

*New Undergraduate Course
*New Honors Course

| *A = Lecture |
| Y = Repeatable for 06 credits. |

## Section III

**Course Identifier: Type**

**Course Identifier: Modifier**

## Section IV

**Courses Replaced**

## Section V

**Course Taxonomy Code**

**Grades of I (Incomplete)**

**Standard rules will apply.**

## Section VI

**Catalog Descriptive Title**

Creative Inquiry

**Catalog Description**

Students will plan, develop and execute a research project related to the field of Marketing and will present their findings. The development of the project will include lectures about research design, conduct and data analysis. May be repeated for a maximum of six credits.

| Prerequisites |

## Section VII

**Projected enrollment:**

| 1st Year: 0010 |
| 2nd Year: 0010 |
| 3rd Year: 0010 |
| 4th Year: 0010 |

**Required course?**

N Of whom?

**Elective course?**

Y For whom? For any students within the university

**Are library holdings adequate?**

Y

**Brief statement of need for course:**

This will make it possible for juniors and seniors to participate within an undergraduate research project within the Department of Marketing.

## Additional Information

**Form Originator**

Charles R. Duke (DCHARLE) on 10/9/2004

**URL of Supporting Documents**

**Comments**

## Section VIII - Routing for Approval or Review

(Sign with black pen only.)

Chair, Department Curriculum Committee/Date

Chair, Honors Committee (if appropriate)/Date

Chair, Undergraduate Curriculum Committee/Date

Chair, Graduate Curriculum Committee/Date

Provost/Date

President/Date

Should the department chair or the college dean have objections to the course change or the curriculum proposal, the chair or dean should sign the form indicating that the issue has been seen. The chair or dean should attach a letter setting forth the problem or objections.
**SAMPLE SYLLABUS FORM**

**Form Number 11247**

<table>
<thead>
<tr>
<th>Catalog Description</th>
<th>Students will plan, develop and execute a research project related to the field of Marketing and will present their findings. The development of the project will include lectures about research design, conduct and data analysis. May be repeated for a maximum of six credits.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prerequisites</strong></td>
<td>No textbook is required.</td>
</tr>
<tr>
<td><strong>Course Coordinator</strong></td>
<td>Charles R. Duke</td>
</tr>
</tbody>
</table>
| **Objectives**       | - Engage undergraduate students in Creative Inquiry projects, research, publication, and dissemination of results.  
- Comprehend marketing tools to solve problems  
- Lead / manage research projects |
| **Topical Outline**  | Week 1 Introduction and assignment of tasks  
Week 2 Data collection and analysis  
Week 3 Data collection and analysis  
Week 4 Report 1 due  
Week 5 Data collection and analysis  
Week 6 Data collection and analysis  
Week 7 Data collection and analysis  
Week 8 Report 2 due  
Week 9 Data collection and analysis  
Week 10 Data collection and analysis  
Week 11 Data collection and analysis  
Week 12 Report 3 due  
Week 13 Data collection and analysis  
Week 14 Data collection and analysis  
Week 15 Report Final due |
| **Laboratory Content (if applicable)** | |
| **Outside Reading (if required)** | Report 1 = 20% (honors = 15%)  
Report 2 = 20% (honors = 15%)  
Report 3 = 20% (honors = 15%)  
Report Final = 20% (honors = 15%)  
Project Leadership = 20% (honors = 20%)  
(honors Publishable paper = 20%) |
| **Evaluation**       | |
| **Cross-listing (if applicable)** | |
| **Duplication (if applicable)** | |
| **Honors Courses**   | In addition to the Final Report, Honors students must submit a paper considered worthy of acceptance at a conference or the Clemson Undergraduate Journal Online (CUJO). |
| **Study Abroad Courses** | |

**Additional Information**

| Form Originator | Charles Duke (DCHARLE) on |
Undergraduate Curriculum Approval Form
For New Major Curricula/Programs or Changes to Existing Major Curricula/Programs

Effective for Catalog Year: 2008-2009

☐ *New Major/Program  CHE documentation is required.

Proposed Name:

X Change to Existing Major/Program  Current Name: B.S. Industrial Management

Mark all that apply:

☐ Change Major/Program/Degree NAME to:

☐ *Create New Concentration(s). Explain below. CHE documentation is required.

☐ Change Concentration NAME(S). Explain below or on separate attachment.

☐ Revise or Delete Major/Program/Concentration(s)/Emphasis Areas - CHE review is not required. Explain below.

☐ *Revise Major/Program/Concentration(s) – Requires CHE review. Explain below. CHE documentation is required.

Please limit the explanation below to four or five lines to insure signatures are included on this page.

Short explanation and/or summary of changes **:

Mark attachments that are included:

x Proposed Curriculum by semester (catalog format).

* CHE required documentation.

** Additional explanation and/or summary of changes or other attachments.

For new majors, which minors are not allowed?

Routing for Approval or Review: (sign with black ink only)

Chair, Department Curriculum Committee  Date

Department Chair  Date

Chair, College Curriculum Committee  Date

College Dean  Date

Chair, University Curriculum Committee  Date

Provost  Date

President  Date

Revised: 3/23/04
Summary of BSIM Changes
Deleted ACCT 307 (3 cr.), ECON306 (3 cr.)
Added 6-hours of Supply Chain Management courses (MGT412,424)
Changed 6 cr. Operations Management Selection (any 2 from MGT408, 411, 427, 452) to MGT408, 411.
Reduced elective hours from 8 to 5, including 2 as yet undefined "portfolio" hours.
### B.S. Industrial Management Curriculum for Fall 2008

#### Sophomore Year

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 ACCT 201 Financial Accounting Concepts</td>
<td>3 ACCT 202 Managerial Accounting Concepts</td>
</tr>
<tr>
<td>3 MTHSC 309 or EX ST 301</td>
<td>3 MGT 218 Mgt. Personal Computer Appl.</td>
</tr>
<tr>
<td>3 MGT 201 Principles of Management</td>
<td>3 MGT 310 Intermediate Business Statistics</td>
</tr>
<tr>
<td>3 GenEd Arts &amp; Humanities Non-Lit Requirement</td>
<td>3 GenEd Arts &amp; Humanities (Literature) Req.</td>
</tr>
<tr>
<td>3 Business International Requirement</td>
<td>3 Business International Requirement</td>
</tr>
<tr>
<td>15 Total Hours</td>
<td>15 Total Hours</td>
</tr>
</tbody>
</table>

#### Junior Year

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 LAW 322 Legal Environment of Business</td>
<td>3 MGT 307 Personnel Management</td>
</tr>
<tr>
<td>3 MGT 318 Management Information Systems</td>
<td>3 MGT 305 Economics of Transportation or MGT 317 Logistics Management</td>
</tr>
<tr>
<td>3 MGT 390 Operations Management</td>
<td>3 MGT 312 Decision Models for Management</td>
</tr>
<tr>
<td>3 MKT 301 Principles of Marketing</td>
<td>3 MGT 412 Supply Management</td>
</tr>
<tr>
<td>3 Elective</td>
<td>3 MGT 424 Global Supply Chain Management</td>
</tr>
<tr>
<td>15 Total Hours</td>
<td>15 Total Hours</td>
</tr>
</tbody>
</table>

#### Senior Year

<table>
<thead>
<tr>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 FIN 306 Corporation Finance</td>
<td>3 MGT 404 Adv. Statistical Quality Control</td>
</tr>
<tr>
<td>3 MGT 400 Mgt. of Organizational Behavior</td>
<td>3 MGT 408 Lean Operations</td>
</tr>
<tr>
<td>3 MGT 402 Operations Planning &amp; Control</td>
<td>3 MGT 415 Business Strategy</td>
</tr>
<tr>
<td>3 MGT 411 Project Management</td>
<td>3 MGT 423 International Business Mgt.</td>
</tr>
<tr>
<td>3 GenEd Advanced Writing Requirement</td>
<td>2 Elective</td>
</tr>
<tr>
<td></td>
<td>1 Elective (Portfolio II)</td>
</tr>
<tr>
<td>15 Total Hours</td>
<td>15 Total Hours</td>
</tr>
</tbody>
</table>

### Industrial Management Curriculum Footnotes

2 Grade of "C" or better in this course is required for graduation.

3 See Advisor for approved list of qualifying courses. One course must also satisfy the General Education Cultural Awareness Requirement.

Note: At least 50% of the total credits taken in ACCT, ECON, ELE, FIN, LAW, MGT, and MKT must be taken at Clemson University.
INDUSTRIAL MANAGEMENT

Bachelor of Science
The Bachelor of Science degree in Industrial Management prepares students for management challenges in manufacturing, production planning, inventory control, quality assurance, and service operations. Students receive a broad-based education in business, but particular emphasis is placed on systems, theories, and issues dealing with the production of goods and services. The program is particularly relevant in today's economic environment, where improvements in productivity and quality are essential to meet the growing challenges of foreign producers. In addition to jobs in manufacturing management, graduates in Industrial Management are sometimes sought after as project directors by government agencies and research centers. Financial institutions have found the Industrial Management graduate well prepared for internal operations management as well as for liaison positions dealing with manufacturing companies as bank customers. The Industrial Management program is accredited by AACSB International and has received a special commendation for excellence from the South Carolina Commission on Higher Education.

Sophomore Year
First Semester
- ACCT 201 Financial Accounting Concepts
- EX ST 301 Introductory Statistics or
- MTHSC 309 Intro. Business Statistics
- MGT 201 Principles of Management
- Arts and Humanities (Non-Lit.) Requirement
- Business International Requirement

Second Semester
- ACCT 202 Managerial Accounting Concepts
- MGT 218 Mgt. Personal Computer Appl.
- MGT 310 Intermediate Business Statistics
- Arts and Humanities (Literature) Requirement
- Business International Requirement

Junior Year
First Semester
- LAW 322 Legal Environment of Business
- MGT 318 Management Information Systems
- MGT 390 Operations Management
- MGT 301 Principles of Marketing
- Advanced Writing Requirement

Second Semester
- ACCT 201 Financial Accounting Concepts
- EX ST 301 Introductory Statistics or
- MTHSC 309 Intro. Business Statistics
- MGT 201 Principles of Management
- Arts and Humanities (Non-Lit.) Requirement
- Business International Requirement

Second Semester
- ACCT 202 Managerial Accounting Concepts
- MGT 218 Mgt. Personal Computer Appl.
- MGT 310 Intermediate Business Statistics
- Arts and Humanities (Literature) Requirement
- Business International Requirement

Management
Bachelor of Science
The Bachelor of Science degree in Management prepares students for careers as professional managers in corporations, governmental organizations, and small businesses. In addition, the program provides a foundation for graduates who wish to pursue advanced degrees in business and public administration, law, and the social sciences.

The curriculum gives students a broad exposure to the functional areas of business and allows each to select an emphasis area in a subject that is germane to individual career interests. The Management curriculum provides an examination of the social, legal, political, and economic environments in which organizations must operate; an understanding of the functional areas of business and their interrelationships; and a knowledge of behavioral science, applied statistics, and mathematics as they relate to organizational problem solving. The program is accredited by AACSB International.

Sophomore Year
First Semester
- ACCT 201 Financial Accounting Concepts
- EX ST 301 Introductory Statistics or
- MTHSC 309 Intro. Business Statistics
- MGT 201 Principles of Management
- Arts and Humanities (Non-Lit.) Requirement
- Business International Requirement

Second Semester
- ACCT 202 Managerial Accounting Concepts
- MGT 218 Mgt. Personal Computer Appl.
- MGT 310 Intermediate Business Statistics
- Arts and Humanities (Literature) Requirement
- Business International Requirement

Senior Year
First Semester
- FIN 306 Corporation Finance
- MGT 400 Mgr. of Organizational Behavior
- MGT 402 Operations Planning and Control
- Operations Management Requirement
- Elective

Second Semester
- MGT 404 Adv. Statistical Quality Control
- MGT 415 Business Strategy
- MGT 423 International Business Management
- Operations Management Requirement
- Elective

120 Total Semester Hours

Note: At least 30 percent of the total credits taken in ACCT, ECON, FIN, LAW, MGT, and MKT must be taken at Clemson University.

Junior Year
First Semester
- LAW 322 Legal Environment of Business
- MGT 318 Management Information Systems
- MGT 390 Operations Management
- MGT 301 Principles of Marketing
- Advanced Writing Requirement

Second Semester
- ACCT 307 Managerial Accounting Concepts
- MGT 310 Intermediate Business Statistics
- Arts and Humanities (Non-Lit.) Requirement
- Business International Requirement

Second Semester
- ACCT 307 Managerial Accounting Concepts
- MGT 310 Intermediate Business Statistics
- Arts and Humanities (Literature) Requirement
- Business International Requirement

120 Total Semester Hours

Note: At least 30 percent of the total credits taken in ACCT, ECON, FIN, LAW, MGT, and MKT must be taken at Clemson University.
Name of Program
B.S. Industrial Management

Instructions: Complete this form (Part 1 and Part 2) for each program listed in the Undergraduate Announcements.

Part 1: General Education Requirements specified in curriculum
Enter the course or selection in the expandable boxes below. Use “University GED” to indicate that students may select from the courses approved for the General Education requirement.

<table>
<thead>
<tr>
<th>English Composition</th>
<th>ENGL 103</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Writing</td>
<td>Cluster*(Yes/No): No University GED</td>
</tr>
<tr>
<td>Oral Communication</td>
<td>Cluster*(Yes/No): No University GED</td>
</tr>
<tr>
<td>Academic and Professional Development (Indicate Yes/No): No Pilot Portfolio Program:</td>
<td>Departmental Program **_X BUS101</td>
</tr>
<tr>
<td>Mathematics</td>
<td>MTHSC 102 or MTHSC 106</td>
</tr>
<tr>
<td>Natural Science</td>
<td>University GED</td>
</tr>
<tr>
<td>Mathematics or Natural Science</td>
<td>MTHSC 207 or MTHSC 108</td>
</tr>
<tr>
<td>Literature</td>
<td>University GED</td>
</tr>
<tr>
<td>Social Science Area 1</td>
<td>Econ 211</td>
</tr>
<tr>
<td></td>
<td>Area 2: Psych 201 or Soc201</td>
</tr>
<tr>
<td>Humanities (Non Literature)</td>
<td>University GED</td>
</tr>
</tbody>
</table>

The courses listed here may or may not duplicate a course from the above requirements.

Cross-Cultural Awareness Course/selection: University GED

Science and Technology in Society Course/selection: University GED

*Include the Advanced Writing Cluster Plan and/or Oral Communication Cluster Plan that is applicable to this program in the area below:

**Include the Academic and Professional Development Departmental Program Plan that is applicable to this program in the area below:

<table>
<thead>
<tr>
<th>Advanced Writing Cluster Plan</th>
<th>(Addresses competencies, implementation, and assessment.) N/A</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral Communication Cluster Plan</td>
<td>(Addresses competencies, implementation, and assessment.) N/A</td>
</tr>
<tr>
<td>Academic and Professional Development Departmental Program Plan</td>
<td>(Addresses competencies, implementation, and assessment.) N/A</td>
</tr>
</tbody>
</table>
The faculties of each degree program will decide the most appropriate ways to integrate learning experiences in each of the areas. Quantification in terms of credit hours is avoided in favor of the presumption that faculties will want to place a serious effort in each area and distribute this effort to a significant degree throughout their curricula.

**Ethical Judgment Integration Plan (Address competencies and implementation.)**

E1. Demonstrate knowledge of what ethics is and is not, its relation to academic integrity, and its importance as a field of study.

E2. Demonstrate understanding of common ethical issues and construct a personal framework in which ethical decisions can be made in a systematic, reflective, and responsible way.

ACCT 201: *Financial Accounting Concepts*, introduces students to the analysis and resolution of ethical issues in financial reporting. Students are required to analyze three ethics cases during the semester. These cases present ethical dilemmas relating to both external and internal financial reporting. Some of the cases use parallels between business ethics and academic integrity. Students prepare a written analysis for each case in which they identify: (1) the specific ethical issues involved, (2) the parties affected by the outcome of the ethical decisions, (3) the alternatives available to resolving the dilemma and the likely consequences of each, and (4) the specific course of action they would choose. Each student must explain why they believe their course of action is more ethical than other available alternatives. Students must place their best case analysis in their e-portfolio at the end of the semester.

MGT415: *Business Strategy*, the capstone business course, presents seniors with continual applications of ethical issues and decision-making through business cases that present ambiguous situations with multiple ethical interpretations to explore. Examples of strategic issues with an ethical component include: outsourcing decisions, poison pills and other hostile takeover defense tactics, downsizing decisions, corporate governance duality, product development or recall decisions, and various decisions involving stakeholder management. Students will identify ethical situations which arise during their case analyses and for each will be able to identify the stakeholders and articulate the position of each. They will then apply multiple approaches (e.g., Utilitarian, Aspiration, Human Dignity) to “analyzing” each ethical issue. Each student will place a written case analysis concerning a managerial issue, where an ethical judgment is required into their e-portfolio (E2).

**Information Technology Integration Plan (Address competencies and implementation.)**

M4. Apply information technologies to intellectual and professional development

**Word** – The use of word processing is integrated into almost every university class that management majors take, from their freshman year until their senior year. To demonstrate their Word proficiency, students in the capstone business course, MGT415: *Business Strategy*, will be instructed to place word-processed case analysis in their e-portfolio.

**Excel** – The use of spreadsheets as an analytical tool is integrated into several courses required by management majors including MGT310: *Intermediate Business Statistics* and MGT312: *Decision Models for Management*. Both of these courses requires a laptop and utilizes Excel during almost every class period, every homework assignment and every exam. Students in MGT310 will be instructed to place a sample of their best statistical analysis spreadsheets in their e-portfolio and students in MGT312 will be instructed to place a sample of their best simulation spreadsheets in their e-portfolio.

**PowerPoint** – Management majors utilize PowerPoint presentation software in a number of different classes. To demonstrate their PowerPoint proficiency, students in the capstone business course, MGT415: *Business Strategy*, will be instructed to place their best case presentation in their e-portfolio.

**Internet** – Students utilize the internet in multiple ways during their Clemson experience. Since the e-portfolio is internet-based, the e-portfolio will be used to demonstrate the proficiency of each student to upload content from their personal computer to the internet by examination of the portfolio.
Reasoning, Critical Thinking and Problem Solving Integration Plan (Address competencies and implementation.)
R1. Summarize, analyze, and evaluate fictional and non-fictional texts.
R2. Differentiate deductive and inductive reasoning processes.
R3. Acquire and analyze information to determine its quality and utility.
R4. Recognize parallels between and among disciplines and apply knowledge, skills, or abilities learned in one discipline to another.

ACCT 201: *Financial Accounting Concepts*, requires students to analyze a company’s financial statements (annual report & 10-K) along with the reports of two of their company’s competitors. This project requires that students, in groups, use reasoning, critical thinking and problem solving techniques to explain and evaluate the financial position and operating performance of all three companies. Students then compare and contrast the companies, analyzing their comparative advantages and disadvantages (R4). The students are required to prepare a written report of their analysis and recommendations and make a formal presentation of their results to the class at the end of the semester.

MKT301: *Principles of Marketing* provides the opportunity for students to explain texts that they have studied. Texts include a wide variety of disciplines that form a foundation for applied behavioral studies in marketing. Their summaries must present an objective view with comprehensive reviews explaining the interrelationships within the texts while evaluating the organization, relevance, significance, and quality (R1). This course also requires the student to recognize parallels in knowledge integrated from psychology, sociology, economics, and other behavioral sciences. Human behavior is synthesized into several different ways to address consumption patterns. Students will summarize, analyze, and evaluate the quality of information provided in various texts discussing parallels among disciplinary thought as well as relating the contributions of each discipline while drawing new insights from the synthesis (R4).

MGT310: *Intermediate Business Statistics* trains business students in both inductive and deductive reasoning via statistics. In addition, students work with data sets (R3), both small and large. They learn to identify the characteristics of the data, choose the appropriate statistical method to apply to the data in order to either confirming or refute their a priori hypothesis. When engaged in hypothesis testing, students will generalize from the observed information in the sample to uncertain conclusions regarding the population or process (R2 inductive). In this class, students will also master linear regression and learn how it can be used to infer causality as well as to forecast a single unknown value based on a number of known values (R2 deductive). Because the entire class is Excel-based, students will have numerous artifacts that can be included in their digital portfolios to demonstrate mastery of statistical reasoning, critical thinking and problem solving.

FIN306: *Corporation Finance* requires students to analyze a firm using data acquired through the use of the Internet. Students collect financial information and use it to compare the performance of a firm to its industry, sector, and the S&P. Students also learn that these financial ratios do not specifically point out the problems a firm may be having but only provide clues for further exploration (R3).

MGT415: *Business Strategy*, the capstone course for most business students has prerequisites from each of the business disciplines (ACCT, ECON, FIN, MGT & MKT) and forces students to approach all analyses from an interdisciplinary point of view (R4). In this class, students are required to sift through a variety of primary business sources to perform an Industry Analysis, analyze a company within that industry, identify the company’s strategy and evaluate whether or not the strategy is appropriate given the environment in which it operates. (R3) The culmination of this exercise may take various forms which students can include in their digital portfolios including: 1) a comprehensive strategic analysis written for the actual top management team of the firm analyzed, 2) an executive summary written for the firm’s board of directors, or 3) decision modules conducted as part of a strategic management simulation.
Undergraduate Curriculum Approval Form
For New Major Curricula/Programs or Changes to Existing Major Curricula/Programs

Effective for Catalog Year: 2008-2009

☐ *New Major/Program  CHE documentation is required.
   Proposed Name: ____________________________

☐ X Change to Existing Major/Program  Current Name: B.S. Management
   Mark all that apply:
   ☐ Change Major/Program/Degree NAME to: ____________________________
   ☐ *Create New Concentration(s). Explain below. CHE documentation is required.
   ☐ Change Concentration NAME(S). Explain below or on separate attachment.
   ☐ X Revise or Delete Major/Program/Concentration(s)/Emphasis Areas - CHE review is not required.
      Explain below.
   ☐ *Revise Major/Program/Concentration(s) – Requires CHE review. Explain below.
      CHE documentation is required.

Please limit the explanation below to four or five lines to insure signatures are included on this page.

Short explanation and/or summary of changes **:

Mark attachments that are included:
☒ x Proposed Curriculum by semester (catalog format).
   * CHE required documentation.
   ** Additional explanation and/or summary of changes or other attachments.

For new majors, which minors are not allowed?

Routing for Approval or Review: (sign with black ink only)

Chair, Department Curriculum Committee  Date  Chair, University Curriculum Committee  Date

Department Chair  Date  Provost  Date
M. W. G., 9/17/07  11/27/07

Chair, College Curriculum Committee  Date  President  Date
J. C., 9/17/07  11/27/07

College Dean  Date  

Revised: 3/23/04
<table>
<thead>
<tr>
<th>Sophomore Year</th>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>ACCT 201 Financial Accounting Concepts</td>
<td>3 ACCT 202 Managerial Accounting Concepts</td>
</tr>
<tr>
<td>3</td>
<td>MTHSC 309 or EX ST 301</td>
<td>3 MGT 218 Mgt. Personal Computer Appl.</td>
</tr>
<tr>
<td>3</td>
<td>MGT 201 Principles of Management</td>
<td>3 MGT 310 Intermediate Business Statistics</td>
</tr>
<tr>
<td>3</td>
<td>GenEd Arts &amp; Humanities Non-Lit Requirement</td>
<td>3 GenEd Arts &amp; Humanities (Literature) Req.</td>
</tr>
<tr>
<td>3</td>
<td>Business International Requirement</td>
<td>3 Business International Requirement</td>
</tr>
<tr>
<td>15</td>
<td>Total Hours</td>
<td>15 Total Hours</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Junior Year</th>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>MGT318 Management Information Systems</td>
<td>3 LAW 322 Legal Environment of Business</td>
</tr>
<tr>
<td>3</td>
<td>MGT 390 Operations Management</td>
<td>3 MGT 307 Personnel Management</td>
</tr>
<tr>
<td>3</td>
<td>MKT 301 Principles of Marketing</td>
<td>3 MGT 312 Decision Models for Mgt.</td>
</tr>
<tr>
<td>6</td>
<td>Support Requirement</td>
<td>3 MGT Requirement</td>
</tr>
<tr>
<td>15</td>
<td>Total Hours</td>
<td>3 Support Requirement</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Senior Year</th>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>FIN 306 Corporation Finance</td>
<td>3 MGT 415 Business Strategy</td>
</tr>
<tr>
<td>3</td>
<td>MGT 400 Mgt. of Organizational Behavior</td>
<td>3 MGT 423 International Business Mgt.</td>
</tr>
<tr>
<td>3</td>
<td>MGT Requirement</td>
<td>3 Support Requirement</td>
</tr>
<tr>
<td>3</td>
<td>Support Requirement</td>
<td>3 MGT Requirement</td>
</tr>
<tr>
<td>3</td>
<td>GenEd Advanced Writing Requirement</td>
<td>2 Elective</td>
</tr>
<tr>
<td>15</td>
<td>Total Hours</td>
<td>1 Elective (Portfolio II)</td>
</tr>
</tbody>
</table>

**Management Curriculum Footnotes**

2 Grade of 'C' or better in this course is required for graduation.

3 See Advisor for approved list of qualifying courses. One course must also satisfy the General Education Cultural Awareness Requirement.

4 300- and 400-level MGT courses beyond the required courses.

5 MGT majors must complete a support area consisting of fifteen hours beyond the coursework required by the MGT curriculum and the MGT requirement. A student should choose ONE of the following two ways to satisfy this requirement:

--- Declare and complete a minor requiring at least 12 hours of additional coursework. If the minor is less than 15 additional hours, up to three hours of 300- and 400-level MGT courses beyond those already required by the MGT degree program can be included.

--- Complete fifteen hours of coursework selected from the approved list of management support courses.

*Note: At least 50% of the total credits taken in ACCT, ECON, ELE, FIN, LAW, MGT, and MKT must be taken at Clemson University.*
Summary of MGT Changes
Deleted ACCT 307 (3 cr.), Economics requirement (3 cr.), Operations Management Requirement (3 cr.)
Added 9-hour MGT3xx-4xx requirement
Changed 12-hour MGT/minor/emphasis area requirement to 15-hour minor/support requirement
Reduced elective hours from 8 to 5, including 2 as yet undefined “portfolio” hours.
Name of Program
B.S. Management

Instructions: Complete this form (Part 1 and Part 2) for each program listed in the Undergraduate Announcements.

Part 1: General Education Requirements specified in curriculum
Enter the course or selection in the expandable boxes below. Use "University GED" to indicate that students may select from the courses approved for the General Education requirement.

<table>
<thead>
<tr>
<th>English Composition</th>
<th>ENGL 103</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advanced Writing</td>
<td>Cluster*(Yes/No): No University GED</td>
</tr>
<tr>
<td>Oral Communication</td>
<td>Cluster*(Yes/No): No University GED</td>
</tr>
<tr>
<td>Academic and Professional Development (Indicate Yes/No): No Departmental Program ** X BUS101</td>
<td></td>
</tr>
<tr>
<td>Pilot Portfolio Program:</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>MTHSC 102 or MTHSC 106</td>
</tr>
<tr>
<td>Natural Science</td>
<td>University GED</td>
</tr>
<tr>
<td>Mathematics or Natural Science</td>
<td>MTHSC 207 or MTHSC 108</td>
</tr>
<tr>
<td>Literature</td>
<td>University GED</td>
</tr>
<tr>
<td>Social Science</td>
<td>Area 1: Econ 211 Area 2: Psych 201 or Soc201</td>
</tr>
<tr>
<td>Humanities (Non Literature)</td>
<td>University GED</td>
</tr>
<tr>
<td>The courses listed here may or may not duplicate a course from the above requirements.</td>
<td></td>
</tr>
<tr>
<td>Cross-Cultural Awareness</td>
<td>Course/selection: University GED</td>
</tr>
<tr>
<td>Science and Technology in Society</td>
<td>Course/selection: University GED</td>
</tr>
</tbody>
</table>

*Include the Advanced Writing Cluster Plan and/or Oral Communication Cluster Plan that is applicable to this program in the area below:

**Include the Academic and Professional Development Departmental Program Plan that is applicable to this program in the area below:

Advanced Writing Cluster Plan (Addresses competencies, implementation, and assessment.) N/A

Oral Communication Cluster Plan (Addresses competencies, implementation, and assessment.) N/A

Academic and Professional Development Departmental Program Plan (Addresses competencies, implementation, and assessment.) N/A
The faculties of each degree program will decide the most appropriate ways to integrate learning experiences in each of the areas. Quantification in terms of credit hours is avoided in favor of the presumption that faculties will want to place a serious effort in each area and distribute this effort to a significant degree throughout their curricula.

**Ethical Judgment Integration Plan (Address competencies and implementation.)**

E1. Demonstrate knowledge of what ethics is and is not, its relation to academic integrity, and its importance as a field of study.

E2. Demonstrate understanding of common ethical issues and construct a personal framework in which ethical decisions can be made in a systematic, reflective, and responsible way.

ACCT 201: *Financial Accounting Concepts*. Introduces students to the analysis and resolution of ethical issues in financial reporting. Students are required to analyze three ethics cases during the semester. These cases present ethical dilemmas relating to both external and internal financial reporting. Some of the cases use parallels between business ethics and academic integrity. Students prepare a written analysis for each case in which they identify (1) the specific ethical issues involved, (2) the parties affected by the outcome of the ethical decisions, (3) the alternatives available to resolving the dilemma and the likely consequences of each, and (4) the specific course of action they would choose. Each student must explain why they believe their course of action is more ethical than other available alternatives. Students must place their best case analysis in their e-portfolio at the end of the semester.

MGT415: *Business Strategy*, the capstone business course, presents seniors with continual applications of ethical issues and decision making through business cases that present ambiguous situations with multiple ethical interpretations to explore. Examples of strategic issues with an ethical component include: outsourcing decisions, poison pills and other hostile takeover defense tactics, downsizing decisions, corporate governance duality, product development or recall decisions, and various decisions involving stakeholder management. Students will identify ethical situations which arise during their case analyses and for each will be able to identify the stakeholders and articulate the position of each. They will then apply multiple approaches (e.g., Utilitarian, Aspiration, Human Dignity) to “analyzing” each ethical issue. Each student will place a written case analysis concerning a managerial issue, where an ethical judgment is required into their e-portfolio (E2).

**Information Technology Integration Plan (Address competencies and implementation.)**

M4. Apply information technologies to intellectual and professional development

**Word** – The use of word processing is integrated into almost every university class that management majors take, from their freshman year until their senior year. To demonstrate their Word proficiency, students in the capstone business course, MGT415: *Business Strategy*, will be instructed to place word-processed case analysis in their e-portfolio.

**Excel** – The use of spreadsheets as an analytical tool is integrated into several courses required by management majors including MGT310: *Intermediate Business Statistic* and MGT312: *Decision Models for Management*. Both of these courses requires a laptop and utilizes Excel during almost every class period, every homework assignment and every exam. Students in MGT310 will be instructed to place a sample of their best statistical analysis spreadsheets in their e-portfolio and students in MGT312 will be instructed to place a sample of their best simulation spreadsheets in their e-portfolio.

**PowerPoint** – Management majors utilize PowerPoint presentation software in a number of different classes. To demonstrate their PowerPoint proficiency, students in the capstone business course, MGT415: *Business Strategy*, will be instructed to place their best case presentation in their e-portfolio.

**Internet** – Students utilize the internet in multiple ways during their Clemson experience. Since the e-portfolio is internet-based, the e-portfolio will be used to demonstrate the proficiency of each student to upload content from their personal computer to the internet by examination of the portfolio.
Reasoning, Critical Thinking and Problem Solving Integration Plan (Address competencies and implementation.)
R1. Summarize, analyze, and evaluate fictional and non-fictional texts.
R2. Differentiate deductive and inductive reasoning processes.
R3. Acquire and analyze information to determine its quality and utility.
R4. Recognize parallels between and among disciplines and apply knowledge, skills, or abilities learned in one discipline to another.

ACCT 201: Financial Accounting Concepts, requires students to analyze a company’s financial statements (annual report & 10-K) along with the reports of two of their company’s competitors. This project requires that students, in groups, use reasoning, critical thinking and problem solving techniques to explain and evaluate the financial position and operating performance of all three companies. Students then compare and contrast the companies, analyzing their comparative advantages and disadvantages (R4). The students are required to prepare a written report of their analysis and recommendations and make a formal presentation of their results to the class at the end of the semester.

MKT301: Principles of Marketing provides the opportunity for students to explain texts that they have studied. Texts include a wide variety of disciplines that form a foundation for applied behavioral studies in marketing. Their summaries must present an objective view with comprehensive reviews explaining the interrelationships within the texts while evaluating the organization, relevance, significance, and quality (R1). This course also requires the student to recognize parallels in knowledge integrated from psychology, sociology, economics, and other behavioral sciences. Human behavior is synthesized into several different ways to address consumption patterns. Students will summarize, analyze, and evaluate the quality of information provided in various texts discussing parallels among disciplinary thought as well as relating the contributions of each discipline while drawing new insights from the synthesis (R4).

MGT310: Intermediate Business Statistics trains business students in both inductive and deductive reasoning via statistics. In addition, students work with data sets (R3), both small and large. They learn to identify the characteristics of the data, choose the appropriate statistical method to apply to the data in order to either confirming or refute their a priori hypothesis. When engaged in hypothesis testing, students will generalize from the observed information in the sample to uncertain conclusions regarding the population or process (R2 inductive). In this class, students will also master linear regression and learn how it can be used to infer causality as well as to forecast a single unknown value based on a number of known values (R2 deductive). Because the entire class is Excel-based, students will have numerous artifacts that can be included in their digital portfolios to demonstrate mastery of statistical reasoning, critical thinking and problem solving.

FIN306: Corporation Finance requires students to analyze a firm using data acquired through the use of the Internet. Students collect financial information and use it to compare the performance of a firm to its industry, sector, and the S&P. Students also learn that these financial ratios do not specifically point out the problems a firm may be having but only provide clues for further exploration (R3).

MGT415: Business Strategy, the capstone course for most business students has prerequisites from each of the business disciplines (ACCT, ECON, FIN, MGT & MKT) and forces students to approach all analyses from an interdisciplinary point of view (R4). In this class, students are required to sift through a variety of primary business sources to perform an Industry Analysis, analyze a company within that industry, identify the company’s strategy and evaluate whether or not the strategy is appropriate given the environment in which it operates. (R3) The culmination of this exercise may take various forms which students can include in their digital portfolios including: 1) a comprehensive strategic analysis written for the actual top management team of the firm analyzed, 2) an executive summary written for the firm’s board of directors, or 3) decision modules conducted as part of a strategic management simulation.
**Name of Program**
B.S. Accounting

**Instructions:** Complete this form (Part 1 and Part 2) for each program listed in the *Undergraduate Announcements*.

**Part 1: General Education Requirements specified in curriculum**
Enter the course or selection in the expandable boxes below. Use "University GED" to indicate that students may select from the courses approved for the General Education requirement.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Course/Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition</td>
<td>ENGL 103</td>
</tr>
<tr>
<td>Advanced Writing</td>
<td>Cluster* (Yes/No): No</td>
</tr>
<tr>
<td>Oral Communication</td>
<td>Cluster* (Yes/No): No</td>
</tr>
<tr>
<td>Academic and Professional Development</td>
<td>(Indicate Yes/No): Yes</td>
</tr>
<tr>
<td>Pilot Portfolio Program:</td>
<td>Departmental Program ** X** BUS 101</td>
</tr>
<tr>
<td>Mathematics</td>
<td>MTHSC 102 or MTHSC 106</td>
</tr>
<tr>
<td>Natural Science</td>
<td>University GED</td>
</tr>
<tr>
<td>Mathematics or Natural Science</td>
<td>MTHSC 207 or MTHSC 108</td>
</tr>
<tr>
<td>Literature</td>
<td>University GED</td>
</tr>
<tr>
<td>Social Science</td>
<td></td>
</tr>
<tr>
<td>Area 1: Econ 211</td>
<td></td>
</tr>
<tr>
<td>Area 2: Psych 201 or Soc 201</td>
<td></td>
</tr>
<tr>
<td>Humanities (Non Literature)</td>
<td>University GED</td>
</tr>
</tbody>
</table>

The courses listed here may or may not duplicate a course from the above requirements.

**Cross-Cultural Awareness**
Course/selection: University GED

**Science and Technology in Society**
Course/selection: University GED

*Include the Advanced Writing Cluster Plan and/or Oral Communication Cluster Plan that is applicable to this program in the area below:

**Advanced Writing Cluster Plan** (Addresses competencies, implementation, and assessment.)
N/A

**Oral Communication Cluster Plan** (Addresses competencies, implementation, and assessment.)
N/A

**Include the Academic and Professional Development Departmental Program Plan that is applicable to this program in the area below:**

**Academic and Professional Development Departmental Program Plan** (Addresses competencies, implementation, and assessment.)
N/A
The faculties of each degree program will decide the most appropriate ways to integrate learning experiences in each of the areas. Quantification in terms of credit hours is avoided in favor of the presumption that faculties will want to place a serious effort in each area and distribute this effort to a significant degree throughout their curricula.

### Ethical Judgment Integration Plan
(Address competencies and implementation.)

E1. Demonstrate knowledge of what ethics is and is not, its relation to academic integrity, and its importance as a field of study.
E2. Demonstrate understanding of common ethical issues and construct a personal framework in which ethical decisions can be made in a systematic, reflective, and responsible way. (Could include methods such as Utilitarian, Aspiration, Human Dignity)

ACCT201: Financial Accounting Concepts introduces students to the analysis and resolution of ethical issues in financial reporting. Students are required to analyze three ethics cases during the semester. These cases present ethical dilemmas relating to both external and internal financial reporting. Some of the cases use parallels between business ethics and academic integrity. (E1) Students prepare a written analysis for each case in which they identify (1) the specific ethical issues involved, (2) the parties affected by the outcome of the ethical decisions, (3) the alternatives available to resolving the dilemmas and the likely consequences of each, and (4) the specific course of action they would choose. Each student must explain why they believe their course of action is more ethical than other available alternatives. (E2) Students must place their best case analysis in their e-portfolio at the end of the semester.

MGT415: Business Strategy, the capstone business course, presents seniors with continual applications of ethical issues and decision making through business cases that present ambiguous situations with multiple ethical interpretations to explore. Examples of strategic issues with an ethical component include: outsourcing decisions, poison pills and other hostile takeover defense tactics, downsizing decisions, corporate governance duality, product development or recall decisions, and various decisions involving stakeholder management. Students will identify ethical situations which arise during their case analyses and for each will be able to identify the stakeholders and articulate the position of each. They will then apply multiple approaches (e.g. Utilitarian, Aspiration, Human Dignity) to “analyzing” each ethical issue. Each student will place a written case analysis concerning a managerial issue, where an ethical judgment is required into their e-portfolio (E2).

### Information Technology Integration Plan
(Address competencies and implementation.)

M4. Apply information technologies to intellectual and professional development

ACCT322: Because of the importance of technology to accounting professionals, all accounting majors are required to take ACCT 322: Accounting Information Systems. Students study the information systems that support business processes, as well as the integration of those systems and processes. They also study the application of technologies that enable the controls required to generate useful financial statements. The course utilizes electronic assignment submission, online quizzes and exams, as well as discussion boards to help prepare students for technology intense accounting careers.

MGT415: Business Strategy stretches the students beyond their individual majors into integrated analyses that require content from all business majors. The data gathering, analysis, and reporting of new kinds of data show the student the value of the other business disciplines. Data commonly evaluated includes financial performance, market analysis, financial statements, and operational performance. These issues require use of spreadsheet development, word processing reports (text, tables, and graphics) as well as PowerPoint presentation.
Reasoning, Critical Thinking and Problem Solving Integration Plan (Address competencies and implementation.) 
R1 – Summarize, analyze, and evaluate fictional and non-fictional texts. 
R2 – Differentiate deductive and inductive reasoning processes 
R3 – Acquire and analyze information to determine its quality and utility 
R4 – Recognize parallels between and among disciplines and apply knowledge, skills, or abilities learned in one discipline to another. 

MKT301: Principles of Marketing provides the opportunity for students to explain texts that they have studied. Texts include a wide variety of disciplines that form a foundation for applied behavioral studies in marketing. Their summaries must present an objective view with comprehensive reviews explaining the interrelationships within the texts while evaluating the organization, relevance, significance, and quality (R1). This course also requires the student to recognize parallels in knowledge integrated from psychology, sociology, economics, and other behavioral sciences. Human behavior is synthesized into several different ways to address consumption patterns. Students will summarize, analyze, and evaluate the quality of information provided in various texts discussing parallels among disciplinary thought as well as relating the contributions of each discipline while drawing new insights from the synthesis (R4). 

MGT310: Intermediate Business Statistics trains business students in both inductive and deductive reasoning via statistics. In addition, students work with data sets (R3), both small and large. They learn to identify the characteristics of the data, choose the appropriate statistical method to apply to the data in order to either confirming or refute their a priori hypothesis. When engaged in hypothesis testing, students will generalize from the observed information in the sample to uncertain conclusions regarding the population or process (R2 inductive). In this class, students will also master linear regression and learn how it can be used to infer causality as well as to forecast a single unknown value based on a number of known values (R2 deductive). Because the entire class is Excel-based, students will have numerous artifacts that can be included in their digital portfolios to demonstrate mastery of statistical reasoning, critical thinking and problem solving. 

FIN 312: Financial Management II includes a project where students must download stock returns for a publicly traded company from the Internet. Using this and other data, students must estimate stock betas using regression analysis in Excel and evaluate their riskiness. Students also compare their beta estimates to betas calculated by an outside firm (Zack's) and analyze and explain why differences may exist. (R3) 

ACCT 201: Financial Accounting Concepts requires students to analyze a company’s financial statements (annual report and 10-K) along with the reports of two of their company’s competitors. This project requires that students, in groups, use reasoning, critical thinking and problem solving techniques to explain and evaluate the financial position and operating performance of all three companies. Students then compare and contrast the companies, analyzing their comparative advantages and disadvantages. The students are required to prepare a written report of their analysis and recommendations and present their results to the class at the end of the semester. (R3) 

MGT415: Business Strategy, the capstone course for most business students has prerequisites from each of the business disciplines (ACCT, ECON, FIN, MGT & MKT) and forces students to approach all analyses from an interdisciplinary point of view (R4). In this class, students are required to sift through a variety of primary business sources to perform an Industry Analysis, analyze a company within that industry, identify the company’s strategy and evaluate whether or not the strategy is appropriate given the environment in which it operates. (R3) The culmination of this exercise may take various forms which students can include in their digital portfolios including: 1) a comprehensive strategic analysis written for the actual top management team of the firm analyzed, 2) an executive summary written for the firm’s board of directors, or 3) decision modules conducted as part of a strategic management simulation.
**Name of Program**
B.S. Financial Management

**Instructions:** Complete this form (Part 1 and Part 2) for each program listed in the *Undergraduate Announcements*.

**Part 1: General Education Requirements specified in curriculum**
Enter the course or selection in the expandable boxes below. Use "University GED" to indicate that students may select from the courses approved for the General Education requirement.

<table>
<thead>
<tr>
<th>Category</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Composition</strong></td>
<td>ENGL 103</td>
</tr>
<tr>
<td><strong>Advanced Writing</strong></td>
<td>Cluster*(Yes/No): No</td>
</tr>
<tr>
<td></td>
<td>University GED</td>
</tr>
<tr>
<td><strong>Oral Communication</strong></td>
<td>Cluster*(Yes/No): No</td>
</tr>
<tr>
<td></td>
<td>University GED</td>
</tr>
<tr>
<td><strong>Academic and Professional Development</strong></td>
<td>(Indicate Yes/No): Yes</td>
</tr>
<tr>
<td></td>
<td>Pilot Portfolio Program:</td>
</tr>
<tr>
<td></td>
<td>Departmental Program ** X BUS 101</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>MTHSC 102 or MTHSC 106</td>
</tr>
<tr>
<td><strong>Natural Science</strong></td>
<td>University GED</td>
</tr>
<tr>
<td><strong>Mathematics or Natural Science</strong></td>
<td>MTHSC 207 or MTHSC 108</td>
</tr>
<tr>
<td><strong>Literature</strong></td>
<td>University GED</td>
</tr>
<tr>
<td><strong>Social Science</strong></td>
<td><em>Area 1:</em> Econ 211</td>
</tr>
<tr>
<td></td>
<td><em>Area 2:</em> Psych 201 or Soc 201</td>
</tr>
<tr>
<td><strong>Humanities (Non Literature)</strong></td>
<td>University GED</td>
</tr>
</tbody>
</table>

The courses listed here may or may not duplicate a course from the above requirements.

**Cross-Cultural Awareness** Course/selection: University GED

**Science and Technology in Society** Course/selection: University GED

*Include the Advanced Writing Cluster Plan and/or Oral Communication Cluster Plan that is applicable to this program in the area below:

- **Advanced Writing Cluster Plan** (Addresses competencies, implementation, and assessment.)
  - N/A

- **Oral Communication Cluster Plan** (Addresses competencies, implementation, and assessment.)
  - N/A

**Include the Academic and Professional Development Departmental Program Plan that is applicable to this program in the area below:

- **Academic and Professional Development Departmental Program Plan** (Addresses competencies, implementation, and assessment.)
  - N/A
The faculties of each degree program will decide the most appropriate ways to integrate learning experiences in each of the areas. Quantification in terms of credit hours is avoided in favor of the presumption that faculties will want to place a serious effort in each area and distribute this effort to a significant degree throughout their curricula.

**Ethical Judgment Integration Plan** (Address competencies and implementation.)

E1. Demonstrate knowledge of what ethics is and is not, its relation to academic integrity, and its importance as a field of study.

E2. Demonstrate understanding of common ethical issues and construct a personal framework in which ethical decisions can be made in a systematic, reflective, and responsible way. (Could include methods such as Utilitarian, Aspiration, Human Dignity)

**ACCT201: Financial Accounting Concepts** introduces students to the analysis and resolution of ethical issues in financial reporting. Students are required to analyze three ethics cases during the semester. These cases present ethical dilemmas relating to both external and internal financial reporting. Some of the cases use parallels between business ethics and academic integrity. (E1) Students prepare a written analysis for each case in which they identify (1) the specific ethical issues involved, (2) the parties affected by the outcome of the ethical decisions, (3) the alternatives available to resolving the dilemmas and the likely consequences of each, and (4) the specific course of action they would choose. Each student must explain why they believe their course of action is more ethical than other available alternatives. (E2) Students must place their best case analysis in their e-portfolio at the end of the semester.

**MGT415: Business Strategy**, the capstone business course, presents seniors with continual applications of ethical issues and decision making through business cases that present ambiguous situations with multiple ethical interpretations to explore. Examples of strategic issues with an ethical component include: outsourcing decisions, poison pills and other hostile takeover defense tactics, downsizing decisions, corporate governance duality, product development or recall decisions, and various decisions involving stakeholder management. Students will identify ethical situations which arise during their case analyses and for each will be able to identify the stakeholders and articulate the position of each. They will then apply multiple approaches (e.g. Utilitarian, Aspiration, Human Dignity) to “analyzing” each ethical issue. Each student will place a written case analysis concerning a managerial issue, where an ethical judgment is required into their e-portfolio (E2).

**Information Technology Integration Plan** (Address competencies and implementation.)

M4. Apply information technologies to intellectual and professional development

**Word** – The use of word processing is integrated into almost all university classes that financial management majors take, from their freshman year until their senior year. In addition to senior level FIN courses where memos are required to accompany analytical work, students also conduct case analyses in the capstone business course, MGT415: Business Strategy. Students can place any of these word-processed documents in their e-portfolio to demonstrate Word proficiency.

**Excel** – The use of spreadsheets as an analytical tool is integrated into courses starting with FIN312, Financial Management II. This course has several projects (including determination of cost of capital, estimation of a firm’s beta, and analysis of the lease vs. buy decision) where spreadsheets are specifically required. Most senior level FIN courses include large-scale projects where the scope of the analysis encourages students to make use of spreadsheets. These projects include capital budgeting proposals, analyses of interest rate dynamics, consideration of the portfolio-level impact of investment choices, and/or valuation of real estate. Students will be instructed to place one of their spreadsheets into their e-portfolio to demonstrate Excel proficiency.

**PowerPoint** – Students are required to do oral presentations in several senior level FIN courses and in MGT415: Business Strategy. To demonstrate their proficiency with PowerPoint, students will include a presentation in their e-portfolio.

**Internet** – Throughout the Financial Management curriculum, students collect information about actual companies to conduct analyses. Students become familiar with a number of financial websites including (depending on the emphasis area) the SEC’s EDGAR database, Lexis-Nexis, CNBC, MSN Money Central, and Morningstar. Students are also encouraged to make use of the Bloomberg terminal and computers hosting the Reuters News service in the Financial Trading Room. Students will be instructed to include a spreadsheet project that draws upon Internet data sources in their e-portfolio.
Reasoning, Critical Thinking and Problem Solving Integration Plan (Address competencies and implementation.)

R1 – Summarize, analyze, and evaluate fictional and non-fictional texts.
R2 – Differentiate deductive and inductive reasoning processes
R3 – Acquire and analyze information to determine its quality and utility
R4 – Recognize parallels between and among disciplines and apply knowledge, skills, or abilities learned in one discipline to another.

MKT301: Principles of Marketing provides the opportunity for students to explain texts that they have studied. Texts include a wide variety of disciplines that form a foundation for applied behavioral studies in marketing. Their summaries must present an objective view with comprehensive reviews explaining the interrelationships within the texts while evaluating the organization, relevance, significance, and quality (R1). This course also requires the student to recognize parallels in knowledge integrated from psychology, sociology, economics, and other behavioral sciences. Human behavior is synthesized into several different ways to address consumption patterns. Students will summarize, analyze, and evaluate the quality of information provided in various texts discussing parallels among disciplinary thought as well as relating the contributions of each discipline while drawing new insights from the synthesis (R4).

MGT310: Intermediate Business Statistics trains business students in both inductive and deductive reasoning via statistics. In addition, students work with data sets (R3), both small and large. They learn to identify the characteristics of the data, choose the appropriate statistical method to apply to the data in order to either confirm or refute their a priori hypothesis. When engaged in hypothesis testing, students will generalize from the observed information in the sample to uncertain conclusions regarding the population or process (R2 inductive). In this class, students will also master linear regression and learn how it can be used to infer causality as well as to forecast a single unknown value based on a number of known values (R2 deductive). Because the entire class is Excel-based, students will have numerous artifacts that can be included in their digital portfolios to demonstrate mastery of statistical reasoning, critical thinking and problem solving.

FIN 312: Financial Management II includes a project where students must download stock returns for a publicly traded company from the Internet. Using this and other data, students must estimate stock betas using regression analysis in Excel and evaluate their riskiness. Students also compare their beta estimates to betas calculated by an outside firm (Zack’s) and analyze and explain why differences may exist. (R3)

ACCT 201: Financial Accounting Concepts requires students to analyze a company’s financial statements (annual report and 10-K) along with the reports of two of their company’s competitors. This project requires that students, in groups, use reasoning, critical thinking and problem solving techniques to explain and evaluate the financial position and operating performance of all three companies. Students then compare and contrast the companies, analyzing their comparative advantages and disadvantages. The students are required to prepare a written report of their analysis and recommendations and present their results to the class at the end of the semester. (R3)

MGT415: Business Strategy, the capstone course for most business students has prerequisites from each of the business disciplines (ACCT, ECON, FIN, MGT & MKT) and forces students to approach all analyses from an interdisciplinary point of view (R4). In this class, students are required to sift through a variety of primary business sources to perform an Industry Analysis, analyze a company within that industry, identify the company’s strategy and evaluate whether or not the strategy is appropriate given the environment in which it operates. (R3) The culmination of this exercise may take various forms which students can include in their digital portfolios including: 1) a comprehensive strategic analysis written for the actual top management team of the firm analyzed, 2) an executive summary written for the firm’s board of directors, or 3) decision modules conducted as part of a strategic management simulation.
Name of Program
B.S. Marketing

Instructions: Complete this form (Part 1 and Part 2) for each program listed in the Undergraduate Announcements.

Part 1: General Education Requirements specified in curriculum
Enter the course or selection in the expandable boxes below. Use “University GED” to indicate that students may select from the courses approved for the General Education requirement.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Composition</td>
<td>ENGL 103</td>
</tr>
<tr>
<td>Advanced Writing</td>
<td>Cluster*(Yes/No): No University GED</td>
</tr>
<tr>
<td>Oral Communication</td>
<td>Cluster*(Yes/No): No University GED</td>
</tr>
<tr>
<td>Academic and Professional Development</td>
<td>(Indicate Yes/No): No Pilot Portfolio Program:</td>
</tr>
<tr>
<td>Mathematics</td>
<td>MTHSC 102 or MTHSC 106</td>
</tr>
<tr>
<td>Natural Science</td>
<td>University GED</td>
</tr>
<tr>
<td>Mathematics or Natural Science</td>
<td>MTHSC 207 or MTHSC 108</td>
</tr>
<tr>
<td>Literature</td>
<td>University GED</td>
</tr>
<tr>
<td>Social Science</td>
<td>Area 1: Econ 211 Area 2: Psych 201 or Soc 201</td>
</tr>
<tr>
<td>Humanities (Non Literature)</td>
<td>University GED</td>
</tr>
</tbody>
</table>

The courses listed here may or may not duplicate a course from the above requirements.

<table>
<thead>
<tr>
<th>Area</th>
<th>Course/selection:</th>
<th>University GED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cross-Cultural Awareness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science and Technology in Society</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Include the Advanced Writing Cluster Plan and/or Oral Communication Cluster Plan that is applicable to this program in the area below:

Advanced Writing Cluster Plan (Addresses competencies, implementation, and assessment.)
N/A

Oral Communication Cluster Plan (Addresses competencies, implementation, and assessment.)
N/A

**Include the Academic and Professional Development Departmental Program Plan that is applicable to this program in the area below:

Academic and Professional Development Departmental Program Plan (Addresses competencies, implementation, and assessment.) N/A
The faculties of each degree program will decide the most appropriate ways to integrate learning experiences in each of the areas. Quantification in terms of credit hours is avoided in favor of the presumption that faculties will want to place a serious effort in each area and distribute this effort to a significant degree throughout their curricula.

**Ethical Judgment Integration Plan (Address competencies and implementation.)**

E1. Demonstrate knowledge of what ethics is and is not, its relation to academic integrity, and its importance as a field of study.

E2. Demonstrate understanding of common ethical issues and construct a personal framework in which ethical decisions can be made in a systematic, reflective, and responsible way.

ACCT 201: *Financial Accounting Concepts*, Introduces students to the analysis and resolution of ethical issues in financial reporting. Students are required to analyze three ethics cases during the semester. These cases present ethical dilemmas relating to both external and internal financial reporting. Some of the cases use parallels between business ethics and academic integrity. Students prepare a written analysis for each case in which they identify (1) the specific ethical issues involved, (2) the parties affected by the outcome of the ethical decisions, (3) the alternatives available to resolving the dilemma and the likely consequences of each, and (4) the specific course of action they would choose. Each student must explain why they believe their course of action is more ethical than other available alternatives. Students must place their best case analysis in their e-portfolio at the end of the semester.

MGT415: *Business Strategy*, the capstone business course, presents seniors with continual applications of ethical issues and decision making through business cases that present ambiguous situations with multiple ethical interpretations to explore. Examples of strategic issues with an ethical component include: outsourcing decisions, poison pills and other hostile takeover defense tactics, downsizing decisions, corporate governance duality, product development or recall decisions, and various decisions involving stakeholder management. Students will identify ethical situations which arise during their case analyses and for each will be able to identify the stakeholders and articulate the position of each. They will then apply multiple approaches (e.g. Utilitarian, Aspiration, Human Dignity) to “analyzing” each ethical issue. Each student will place a written case analysis concerning a managerial issue, where an ethical judgment is required into their e-portfolio (E2).

**Information Technology Integration Plan (Address competencies and implementation.)**

M4. Apply information technologies to intellectual and professional development

MKT 431: *Marketing Research* is required of all majors and applies the knowledge gained in statistics and consumer behavior to the gathering, analysis, and reporting of information. Students are required to find background information both from searches on web and hard printed sources. Data is analyzed using professional statistical computer programs which promotes the raising the quality and quantity of data analysis through use of sophisticated computer analysis. Detailed consolidated reports are generated using word processing expertise in text, tables, and some graphics. PowerPoint presentations are constructed as another method to communicate the results of the data analysis.

MGT415: *Business Strategy* stretches the students beyond their individual majors into analyses that require content from all business majors. The data gathering, analysis, and reporting of new kinds of data show the student the value of the other business disciplines. Data commonly evaluated includes financial performance, market analysis, accounting statements, and operational performance. These issues require use of spreadsheet development, word processing reports (text, tables, and graphics) as well as PowerPoint presentation.
**Reasoning, Critical Thinking and Problem Solving Integration Plan** (Address competencies and implementation.)

R1. Summarize, analyze, and evaluate fictional and non-fictional texts.
R2. Differentiate deductive and inductive reasoning processes.
R3. Acquire and analyze information to determine its quality and utility.
R4. Recognize parallels between and among disciplines and apply knowledge, skills, or abilities learned in one discipline to another.

**ACCT 201: Financial Accounting Concepts**, requires students to analyze a company’s financial statements (annual report & 10-K) along with the reports of two of their company’s competitors. This project requires that students, in groups, use reasoning, critical thinking and problem solving techniques to explain and evaluate the financial position and operating performance of all three companies. Students then compare and contrast the companies, analyzing their comparative advantages and disadvantages (R4). The students are required to prepare a written report of their analysis and recommendations and make a formal presentation of their results to the class at the end of the semester.

**MKT301: Principles of Marketing** provides the opportunity for students to explain texts that they have studied. Texts include a wide variety of disciplines that form a foundation for applied behavioral studies in marketing. Their summaries must present an objective view with comprehensive reviews explaining the interrelationships within the texts while evaluating the organization, relevance, significance, and quality (R1). This course also requires the student to recognize parallels in knowledge integrated from psychology, sociology, economics, and other behavioral sciences. Human behavior is synthesized into several different ways to address consumption patterns. Students will summarize, analyze, and evaluate the quality of information provided in various texts discussing parallels among disciplinary thought as well as relating the contributions of each discipline while drawing new insights from the synthesis (R4).

**MGT310: Intermediate Business Statistics** trains business students in both inductive and deductive reasoning via statistics. In addition, students work with data sets (R3), both small and large. They learn to identify the characteristics of the data, choose the appropriate statistical method to apply to the data in order to either confirm or refute their a priori hypothesis. When engaged in hypothesis testing, students will generalize from the observed information in the sample to uncertain conclusions regarding the population or process (R2 inductive). In this class, students will also master linear regression and learn how it can be used to infer causality as well as to forecast a single unknown value based on a number of known values (R2 deductive). Because the entire class is Excel-based, students will have numerous artifacts that can be included in their digital portfolios to demonstrate mastery of statistical reasoning, critical thinking and problem solving.

**FIN306: Corporation Finance** requires students to analyze a firm using data acquired through the use of the Internet. Students collect financial information and use it to compare the performance of a firm to its industry, sector, and the S&P. Students also learn that these financial ratios do not specifically point out the problems a firm may be having but only provide clues for further exploration (R3).

**MGT415: Business Strategy**, the capstone course for most business students has prerequisites from each of the business disciplines (ACCT, ECON, FIN, MGT & MKT) and forces students to approach all analyses from an interdisciplinary point of view (R4). In this class, students are required to sift through a variety of primary business sources to perform an Industry Analysis, analyze a company within that industry, identify the company’s strategy and evaluate whether or not the strategy is appropriate given the environment in which it operates. (R3) The culmination of this exercise may take various forms which students can include in their digital portfolios including: 1) a comprehensive strategic analysis written for the actual top management team of the firm analyzed, 2) an executive summary written for the firm’s board of directors, or 3) decision modules conducted as part of a strategic management simulation.
Effective for Catalog Year: 2008-09

- [ ] New Major/Program *CHE documentation is required.
  Proposed Name: 

- [x] Change to Existing Major/Program
  Current Name: Political Science BA

  - [ ] Change Major/Program/Degree NAME to: 
  
  - [ ] *Create New Concentration(s). Explain below. *CHE documentation is required.
  
  - [ ] Change Concentration NAME(S). Explain below or on separate attachment.
  
  - [x] Revise or Delete Major/Program/Concentration(s)/Emphasis Areas - CHE review is not required. Explain below.
  
  - [ ] *Revise Major/Program/Concentration(s) – Requires CHE review. Explain below.
    
    *CHE documentation is required.

Please limit the explanation below to four or five lines to insure signatures are included on this page.

** Short explanation and/or summary of changes **:

1. We wish to add all courses in ART to the list of approved courses for our departmentally imposed fine arts requirement.
2. We wish to add HIST 193 to the list of approved courses for our departmentally imposed history requirement.
3. We wish to add PO SC 455 to the list of approved courses for the political theory core requirement.

- [x] Proposed Curriculum by semester (catalog format).

  - [ ] *CHE required documentation.
  
  - [ ] **Additional explanation and/or summary of changes or other attachments.

For new majors, which minors are not allowed?

Routing for Approval or Review: (sign with black ink only)

<table>
<thead>
<tr>
<th>Chair, Department Curriculum Committee</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>[Signature] 9/29/07</td>
<td></td>
</tr>
<tr>
<td>Department Chair</td>
<td></td>
</tr>
<tr>
<td>[Signature] 10/2/07</td>
<td></td>
</tr>
<tr>
<td>Chair, College Curriculum Committee</td>
<td>Date</td>
</tr>
<tr>
<td>[Signature] 10/12/07</td>
<td></td>
</tr>
<tr>
<td>College Dean</td>
<td>Date</td>
</tr>
<tr>
<td>[Signature]</td>
<td></td>
</tr>
</tbody>
</table>

Chair, University Curriculum Committee Date

[Signature] 11/27/07

Propost Date

[Signature] 11/27/07

President Date

[Signature] 11/27/07

Revised: 3/23/04
Political Science
Bachelor of Arts

The requirements for a Bachelor of Arts degree in Political Science consist of PO SC 101, 102 or 104, 199, 499, and at least 24 additional credit hours in political science at the 300-400 level, including at least one course from each of the following fields:

- American Government—PO SC 403, 405, 416, 436 442
- Comparative Politics—PO SC 371, 372, 466, 471, 476, 477, 478
- International Relations—PO SC 361, 362, 363, 375, 429
- Political Theory—PO SC 450, 453, 455
- Public Policy and Public Administration—PO SC 302, 321, 421, 423, 424

First Year

First Semester
3—PO SC 101 American National Government
3—Foreign Language Requirement
3—History Requirement
3—Mathematics Requirement
1—PO SC 199
1—Elective

14-15 Hours

Second Semester
3—ENGL 103 Accelerated Composition
3—PO SC 102 Introduction to International Relations or PO SC 104 Introduction to Comparative Politics
3—Foreign Language Requirement
3—History Requirement
4—Natural Science Requirement

16 Hours
Sophomore Year

First Semester
3—Arts and Humanities (Literature) Requirement^3
3—Major Requirement^4
3—Mathematics or Natural Science Requirement^3
3—Oral Communication Requirement^3
3—Elective

15 Hours

Second Semester
3—Arts and Humanities (Literature) Requirement^3
3—Arts and Humanities (Non-Literature) Requirement^3
3—Major Requirement^4
3—Minor Requirement^5
3—Science and Technology in Society Requirement^3

15 Hours

Junior Year

First Semester
3—ECON 211 Principles of Microeconomics
3—Advanced Writing Requirement^3
3—Major Requirement^4
3—Minor Requirement^5
3—Elective

15 Hours

Second Semester
3—ECON 212 Principles of Macroeconomics
3—Major Requirement^4
3—Minor Requirement^5
3—Philosophy/Religion Requirement^6
3—Elective

15 Hours
Senior Year

First Semester
3—Fine Arts Requirement\textsuperscript{7}
6—Major Requirement\textsuperscript{4}
3—Minor Requirement\textsuperscript{5}
2—Elective
1—PO SC 499

15 Hours

Second Semester
6—Major Requirement\textsuperscript{4}
3—Minor Requirement\textsuperscript{5}
6—Elective

15 Hours

Notes:
1. Six hours (through 202) in the same modern foreign language are required.
2. HIST 101, 102, 172, 173, \textbf{193}.
3. See University General Education Requirements.
4. See major requirements in program description above.
5. See list of approved minors on page ##.
6. Any course in PHIL or REL.
7. Any course in \textbf{ART}, A A H, MUSIC, or THEA.