Proposal:  
Graduate Certificate in Business Fundamentals
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University of Detroit Mercy  
Graduate Certificate in Business Fundamentals

A. Summary
   1. Provide a one page executive summary of the important aspects of the proposed program that are detailed below.

Business Fundamentals (Graduate Certificate)

Description

The College of Business Administration at the University of Detroit Mercy proposes an 8-course (24 credit hour) post-baccalaureate certificate in Business Fundamentals. The proposed certificate consists of an integrated sequence of courses that gives students a broad and thorough foundation in business fundamentals. This professional certificate is ideal for individuals interested in becoming a business professional who will lead their organization.

This professional certificate is based on the concept that analytical and practical tools are fundamental to prepare effective managers or analysts. A number of students are interested in the field of business. However, they are not sure if they want to earn a Master of Business Administration (MBA) degree. A Graduate Certificate in Business Fundamentals is a way to encourage students with no prior business coursework to take 24 credit hours of foundation courses, or the pre-core phase, of our MBA program without making a commitment to the entire MBA program. The certificate program will allow students the opportunity to pursue the MBA program at a future point in time without losing any credits. Thus, the rationale for the Graduate Certificate in Business Fundamentals is to:
   (1) to give students who do not want to pursue the full MBA (and who do not have the pre-requisites for an existing graduate certificate) the possibility of earning a business credential;
   (2) to try to entice those same students to later pursue the MBA or an existing graduate certificate; every student who earns the certificate would be eligible to begin the MBA core immediately.
   (3) to offer students who are interested in pursuing the MBA but find that they first need to take the pre-core courses the possibility of earning an intermediate credential as an extra incentive to enroll.

This certificate complements the Mission of the College of Business Administration and the University of Detroit Mercy. Specifically, this certificate program captures the spirit of the Mission Statement of the College of Business Administration, including, but not limited to:
   (1) helping students to develop knowledge, analytical and critical thinking, and skills to compete in a dynamic global business environment
   (2) prepares diverse students to serve business organizations and society with competence, compassion and conscience.
   (3) delivering quality teaching, research, and service to our University, our profession, and our community.
Certificate Requirements

The Graduate Certificate in Business Fundamentals would require students with no prior business coursework to complete 8 courses. For students with previous business coursework, up to 3 of the 8 courses could be waived based on prior academic preparation through their academic transcripts. Students must have completed an undergraduate degree. University and College guidelines with respect to counting classes toward a graduate certificate and another graduate program would be followed. Students must maintain a grade point average of 3.0 in the certificate program.

The following courses comprise the University of Detroit Mercy Certificate in Business Fundamentals curriculum:

Curriculum

Required Courses (credit hours)

| ACC 5100 Foundations of Financial Accounting (3) |
| ECN 5100 Economic Analysis  (3) |
| MBA 5100 Legal Environment  (3) |
| MBA 5120 Statistical Analysis for Decision Making (3) |
| MBA 5140 Foundations of Management (3) |
| MBA 5160 Foundations of Marketing  (3) |
| MBA 5180 Foundations of Financial Management (3) |
| MBA 5190 Foundations of Production and Operations Management (3) |

B. Description of the Certificate

1. Provide a narrative description of the certificate as it would appear in the catalog.

The Certificate in Business Fundamentals is based on the concept that analytical and practical tools are fundamental to prepare effective managers or analysts. The certificate consists of an integrated sequence of courses that gives students a broad and thorough foundation in business fundamentals. This professional certificate is ideal for individuals interested in becoming a business professional who will lead their organization.

2. Provide a matrix that shows a typical course sequence, taken by a full-time and/or part-time student.

<table>
<thead>
<tr>
<th></th>
<th>Fall</th>
<th>Winter</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACC 5100</td>
<td></td>
<td>MBA 5160</td>
</tr>
<tr>
<td>MBA 5120</td>
<td></td>
<td>MBA 5100</td>
</tr>
<tr>
<td>MBA 5140</td>
<td></td>
<td>MBA 5180</td>
</tr>
<tr>
<td>ECN 5100</td>
<td></td>
<td>MBA 5190</td>
</tr>
</tbody>
</table>
For a student wishing to take courses in the summer, the following sample sequence emerges:

<table>
<thead>
<tr>
<th>Part-Time sequence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year</strong></td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>MBA 5140</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part-Time sequence</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year</strong></td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>MBA 5120</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>MBA 5160</td>
</tr>
</tbody>
</table>

3. List all courses in the curriculum: catalog number, title, description, academic unit, and units of credit, as they would appear in the catalog. Indicate which courses are new (+) and which are already being offered and in which program (*). Fully developed syllabi should be included in an appendix.

**ACC 5100 Foundations of Financial Accounting**, **MBA 5100 Legal Environment**, **ECN 5100 Economic Analysis**

**ACC 5100 Foundations of Financial Accounting**, **MBA 5100 Legal Environment**, **ECN 5100 Economic Analysis**

This course provides an introduction to the field of accounting and to the development and use of accounting information in the business world. The course is structured to emphasize accounting techniques and procedures, accounting theory and interpretation, and the use of accounting to understand the changes in highly computerized and diversified businesses.

**ECN 5100 Economic Analysis**

Microeconomics concerns itself with analyzing rational decision-making processes by consumers, producers, competitive firms, monopolistic competitors, oligopolists and monopolistic enterprises. Decision-making processes aim at value-maximization by consumers, factor efficiency and cost-minimization by producers, and profit maximization by sellers. In addition to studying production, distribution and consumer decision, Microeconomics also analyzes rational behavior of factor suppliers whether they be providers of labor, raw materials, parts or services for utility maximization by suppliers and value-product optimization by factor employers. Diverse aspects of buying and selling are then integrated into a general equilibrium model for social optimality.

**MBA 5100 Legal Environment**

This course reviews the immediate legal problems confronting business organizations in the contemporary world. Topics include: the formation of contracts, execution and defenses to contract claims, contract remedies and contract damages. Also considered are sales contracts that emphasize international sales. Special attention will be devoted to the employment contract with emphasis on early termination problems, sexual discrimination and harassment problems as these emerge via new interpretations of the law.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
<th>Rec.</th>
<th>St.</th>
<th>Cl.</th>
<th>Lab.</th>
</tr>
</thead>
<tbody>
<tr>
<td>MBA 5120</td>
<td>Statistical Analysis for Decision Making*</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>This course addresses the ever-increasing availability and use of quantitative data in decision making. The central concept of uncertainty and risk and the relationship between business decisions and games of chance are treated. Sample data analysis is followed by probability theory and models and functions of random variables, culminating in inferences from data.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MBA 5140</td>
<td>Foundations of Management*,****</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>This course addresses concepts of organizational design and organizational behavior within the context of contingency theory. Organizational design focuses on the basic types of structures of the formal organization, as well as the key processes required for those structures to function. Organizational behavior focuses on activities of the manager, behaviors traceable to the informal organization, and to motivational needs of the organization's membership.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MBA 5160</td>
<td>Foundations of Marketing*</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>The course examines the marketing functions in consumer, business-to-business, government and non-profit markets with an emphasis on the role of marketing in the organization. Areas to be investigated include marketing and customer information, market segmentation, global and ethical issues, as well as, product planning, channels of distribution, pricing and promotion analysis.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MBA 5180</td>
<td>Foundations of Financial Management*,**,****</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>The essential elements of corporate financial management are explored in this course. Topics include: ratio analysis, time value of money, risk versus return, leverage and all aspects of long term corporate capital budgeting and financing. The course develops the student's ability to evaluate business decisions.</td>
<td></td>
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<tr>
<td></td>
<td>Prerequisites: ACC 5100 (Minimum Grade of C, May not be taken concurrently) AND ECN 5100 (Minimum Grade of C, May not be taken concurrently)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MBA 5190</td>
<td>Foundations of Production and Operations Management*</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td></td>
<td>Operations Management is responsible for planning and coordinating the use of the organization’s resources to produce goods and provide services (convert inputs into outputs). Operations decisions involve design decisions and operating decisions. Design decisions relate to capacity planning, product design, process design, layout of facilities and selecting locations for facilities. Operating decisions relate to quality assurance, scheduling, inventory management and project management.</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

* Currently offered in MBA programs
** Currently offered in Business Turnaround Management Certificate
*** Currently offered in Forensic Accounting Certificate
**** Currently offered in Finance Certificate
***** Currently offered in Ethical Leadership and Change Management Certificate
Admission Criteria

Admission decisions are based on the College of Business Administration Graduate Admission Evaluation Form which considers undergraduate grade-point average, GMAT or GRE score (if needed), work experience, and other degrees.

The Certificate is open to students of high promise who have earned a baccalaureate degree. No prior academic work in business is required. Admission decisions are based on undergraduate grade point average (GPA), work experience, post graduate studies, and recommendations, and GMAT or GRE (if needed). Admission materials include:

- A University of Detroit Mercy Graduate Application Form, with the application fee (waived for online applications);
- Official transcripts for all previous academic work;
- An official report with the scores earned on the GMAT or GRE (if needed);
- A resume;
- A letter of recommendation; and
- Any other information which the applicant feels is important to the admission decision.

Admission and successful completion of the certificate program will not require a separate application to the MBA program.

4. Indicate delivery format of new courses e.g. traditional day time classes, night classes, intensive weekends, etc. Indicate whether online course delivery is intended immediately or in the future.

All graduate business classes are offered at night. In some cases, when supported by demand, a class may be offered on Saturdays. Some of the coursework is currently being offered in hybrid (traditional/online) and online course delivery format.

5. Describe how the proposed program supports academic integrity and intellectual merit.

The graduate business programs are internationally accredited by AACSB. The selected courses are consistent with the expectation of high quality.

6. Indicate unusual or unique characteristics of the proposed program.

The certificate is interdisciplinary; required courses are offered through the College of Business Administration and the College of Liberal Arts and Education.

7. Describe how the proposed certificate affects related departments or fields of concentration.

The certificate should have no detrimental effect on enrollment in other programs. Rather, it will enhance enrollment in other programs. Undergraduate majors in liberal arts, nursing, education, engineering, and other disciplines will now be able to proceed immediately into a graduate business certificate program at UDM without any additional prerequisite courses.
In addition, UDM graduate students will be able to use the certificate as a supplement to their degrees. For example, the UDM School of Dentistry has been seeking a graduate business credential for its students, many of whom will open their own private practice as dentists, and will benefit from an education in the basics of business. As such, the certificate should help to increase enrollment in existing programs. Finally, the certificate will serve as an entrée to the MBA program.

8. **Indicate if the certificate is granted on a standalone basis or in conjunction with another academic degree.**

The certificate is granted on a standalone basis. Every student who earns the certificate would be eligible to begin the MBA core immediately.

9. **Indicate the level of the certificate: PostBaccalaureate and above or Baccalaureate and below.**

There are three types of certificates at the graduate level: 1) PostBaccalaureate, 2) PostMaster’s, or 3) FirstProfessional. At the undergraduate level, certificates that are granted on a standalone basis need to be placed into one of the following three categories for Federal reporting purposes: 1) Less than one academic year (less than 900 contact hours or 30 semester credit hours), 2) At least one but less than two academic years (at least 900 but less than 1800 contact hours), or 3) At least two but less than four academic years (at least 1800 contact hours).

The Graduate Certificate in Business Fundamentals is a post-baccalaureate certificate.

**C. Mission**

1. **Describe how the proposed certificate fulfills the mission of the University.**

The University of Detroit Mercy, a Catholic university in the Jesuit and Mercy traditions, exists to provide excellent, student-centered, undergraduate and graduate education in an urban context. A UDM education seeks to integrate the intellectual, spiritual, ethical, and social development of our students. This certificate contributes to that mission by providing excellent graduate education in the field of business. It overtly encourages both intellectual and ethical growth by combining rigorous academic study with an emphasis on business ethics. For example, in MBA 5100, ethical considerations include social responsibility policies, code of ethics, and stakeholder relations in the context of law and ethics. In another example, MBA 5140 incorporates ethics and values in the context of decision making and organizational processes, structures, and analysis.

2. **Describe how the proposed certificate fulfills the mission of the College or School.**

The College of Business Administration prepares diverse students to serve business organizations and society with competence, compassion, and conscience. Rooted in the Jesuit and Mercy traditions, the College champions academic excellence and good character by encouraging intellectual, spiritual, ethical, and social growth. This certificate overtly encourages both intellectual and ethical growth by providing rigorous academic study with an emphasis on business ethics. It therefore prepares students to better serve businesses,
nonprofit organizations, and government agencies competently and with a clear conscience. For example, in MBA 5100, ethical considerations include social responsibility policies, code of ethics, and stakeholder relations in the context of law and ethics. In another example, MBA 5140 incorporates ethics and values in the context of decision making and organizational processes, structures, and analysis.

D. Objectives, Learning Outcomes and Assessment

1. Indicate the certificate objectives.

See Appendix C.

2. Indicate the learning outcomes and which courses satisfy those outcomes.

See Appendix C.

3. Indicate how the Learning Outcomes and the Objectives of the certificate will be assessed.

See Appendix C. Because the core courses for this certificate are part of the graduate business programs, we are not planning a separate assessment for the certificate. Assessment of the MBA courses is consistent with accreditation standards set by the Association to Advance College Schools of Business International (AACSB).

E. Market and Need

Since the proposed certificate does not require any new courses, faculty, administrators, staff or facilities, the Market Study is omitted.

F. Students

1. Describe, with appropriate justification, a typical student of the certificate program including whether the student will be fulltime or parttime.

The typical student will have completed a four-year undergraduate degree in a discipline other than business. If (s)he is currently employed, (s)he will most likely elect to complete the certificate program on a part-time basis; however, if not employed, (s)he may choose to complete the program on a full-time basis by taking up to 4 courses in the Fall and up to 4 courses in the Winter semester.

2. If the certificate is intended to provide an option for existing students in the University describe the enrollment impact on other programs.

The certificate should have no detrimental effect on enrollment in other programs. Rather, it will enhance enrollment in other programs. Undergraduate majors in liberal arts, nursing, education, engineering, and other disciplines will now be able to proceed immediately into a graduate business certificate program at UDM without any additional prerequisite courses.
In addition, UDM graduate students will be able to use the certificate as a supplement to their degrees. For example, the UDM School of Dentistry has been seeking a graduate business credential for its students, many of whom will open their own private practice as dentists, and will benefit from an education in the basics of business. As such, the certificate should help to increase enrollment in existing programs. Finally, the certificate will serve as an entrée to the MBA program.

3. If the certificate will attract new students to the University describe who these students are and whether they have special needs or requirements not currently provided by the University.

New students will most likely have undergraduate degrees in fields other than Business, from other colleges and universities. Most will likely be employed. No special needs are anticipated.

4. Describe how the certificate will attract a diverse student body.

Since the certificate will attract new graduate students primarily from the metropolitan Detroit area, the certificate will draw students from a population that is highly diverse in terms of gender, age, race, religion, etc. Moreover, because it is designed for those with no prior background in business, it is expected to attract students from diverse undergraduate disciplines.

5. If the proposed certificate is an expansion of existing program, or is new, list the number of majors and degrees in the related program for the past five years.

A lower bound for the annual enrollment in the proposed certificate is based on the number of students who complete 5 or more pre-core MBA courses. Based on data from Fall 2013 through Summer 2015, the number of students completing 5 or more pre-core courses is 10.

G. Faculty

1. Provide a list of faculty who will be involved in the new certificate.

The faculty members involved in the new certificate are those individuals that teach the pre-core courses. Based on data in the 2014-2015 class schedules, these faculty members include:

Full-time CBA faculty
Jeanne David
Mithu Bhattacharya
Mary Higby
Suk Kim
Gregory Ulferts
Thomas Mawhinney
Michael Bernacchi
Evan Peterson
2. Indicate, with justification, whether new fulltime, parttime, and/or adjunct faculty will be required to operate the certificate program.

No additional faculty resources are needed for the certificate. All pre-core MBA courses—i.e., all courses in the certificate program—are regularly offered.

3. Describe how the certificate may help the University attract a diverse faculty.

Approval of this certificate program would make teaching at UDM more attractive to faculty candidates who have expertise in business and who want to teach foundation courses. Moreover, by increasing enrollment, the certificate increases the likelihood that minority faculty will be hired and retained.

4. Indicate what fields of specialization require new fulltime or parttime faculty.

No additional faculty resources are needed for the certificate.

H. Administration and Support

1. Indicate how the certificate will be administered.

Administration and support will be absorbed into graduate business operations.

2. Indicate, with justification, whether support personnel are required for the certificate including secretarial, information technology and lab support.

Administration and support will be absorbed into graduate business operations.

3. Indicate whether academic support will be required from existing certificates on campus such as UAS, Coop, Writing Lab, etc.

None anticipated.

I. Library Resources

1. Indicate the University’s library resources available in direct support of the proposed certificate: reference and periodical holdings, software, audiovisuals and other instructional materials.

See attached letter from Margaret Auer, Dean of Libraries, in Appendix F.
2. If new library resources are needed, collaborate with the Dean of the University Libraries to determine the cost.

No new library resources are needed.

J. Facilities

1. List the facilities which are currently available at the University for the certificate program including administrative office space, class room space, and the like.

The facilities are the same as for existing graduate business programs.

2. Indicate whether the Registrar has any concerns over provision of class room space for the certificate.

The courses are currently being offered on a regular basis; they are simply being repackaged as a certificate.

3. Indicate whether any facilities such as laboratories, classroom and office space have to be built, renovated or added to deliver the certificate and what the cost of same would be based upon a review and cost study by the University Facilities Management Department.

None.

K. External Support

1. Describe any accreditation available in the field and recommend whether such accreditation should be sought.

The College of Business Administration’s degree programs are accredited by the Association to Advance Collegiate Schools of Business (AACSB), placing the College among the top 5% of business schools in the world. AACSB does not examine non-degree programs such as certificates, so no additional accreditation is possible for this program. However, in its most recent (2014) renewal of our accreditation, AACSB complimented the College on having created graduate certificates from existing MBA courses, and encouraged further development of such programs.

2. If the certificate has been reviewed by an external consultant, professional organization, employers, etc. include a copy of their report in the appendix.

None
3. Describe any external funding that has been received or can be expected to be received to support the certificate. Include the duration of any grants or any continuing commitments that have future budget implications.

None

4. Describe whether any resources are to be reallocated from existing certificates to support this new certificate.

None

L. Operating Revenue and Costs

1. Provide a five year projection of revenue and expenses for the certificate utilizing the projected number of students from the market study and the projected credit hours taken per year.

No new expenses. A lower bound for the annual enrollment in the proposed certificate is based on the number of students who complete 5 or more pre-core courses. Based on data from Fall 2013 through Summer 2015, the number of students completing 5 or more pre-core courses is 10, 8 of whom are full-time (FT) and 2 are part-time (PT). We therefore anticipate that about 8 students would enroll in the certificate program full-time, and 2 would enroll part-time in the first year (2016-2017). With advertising of the certificate worked into the existing internet and print advertising of existing graduate business certificates, we anticipate a greater influx of students.

<table>
<thead>
<tr>
<th>Year</th>
<th>FT</th>
<th>PT</th>
<th>Credit hours*</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016-17</td>
<td>8</td>
<td>2</td>
<td>216</td>
</tr>
<tr>
<td>2017-18</td>
<td>9</td>
<td>3</td>
<td>252</td>
</tr>
<tr>
<td>2018-19</td>
<td>10</td>
<td>5</td>
<td>300</td>
</tr>
<tr>
<td>2019-20</td>
<td>10</td>
<td>7</td>
<td>324</td>
</tr>
<tr>
<td>2020-21</td>
<td>10</td>
<td>7</td>
<td>324</td>
</tr>
</tbody>
</table>

*(FT x 24) + (PT x 12)

Revenue anticipated:

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time students</td>
<td>$285,888</td>
<td>$321,624</td>
<td>$357,360</td>
<td>$357,360</td>
<td>$357,360</td>
</tr>
<tr>
<td>Part-time students</td>
<td>$35,736</td>
<td>$53,604</td>
<td>$89,340</td>
<td>$125,076</td>
<td>$125,076</td>
</tr>
<tr>
<td>Total</td>
<td>$321,624</td>
<td>$375,228</td>
<td>$446,700</td>
<td>$482,436</td>
<td>$482,436</td>
</tr>
<tr>
<td>Net of Tuition Discount</td>
<td>$241,218</td>
<td>$281,421</td>
<td>$335,025</td>
<td>$361,827</td>
<td>$361,827</td>
</tr>
</tbody>
</table>

Revenue assumes full-time and part-time student credit hours as in above, multiplied by $1,489 per credit hour. Total revenue is discounted by an average of 25% to obtain net revenue. No tuition increases are assumed.
2. Revenue should include tuition and external support.

Regular graduate business tuition will be charged. See #1 above.

3. Expenses should include scholarships, graduate assistantships or other tuition reduction costs.

None

4. The spreadsheet of revenue and expenses should follow the format and categories for certificate budgets used throughout the University (see attached spreadsheet format). A narrative of assumptions should define the parameters of the projection.

All costs are currently budgeted in the graduate business programs.

5. The difference between revenue and expense should be totaled at the bottom as the Net Margin for the indirect expenses of the University.

All costs are currently budgeted in the graduate business programs.

6. The year one projection should include all start up costs and capital expenditures necessary to begin the certificate.

All costs are currently budgeted in the graduate business programs.

M. Gainful Employment

See Appendix D
N. Approval Process
1. Indicate any other University support that has been obtained. Include support letters from internal or external sources.

None.

2. You are invited to submit anything additional which will help any committee in its decision.

None.

O. Appendices
1. Include in an appendix any supporting material used to draw conclusions described in the above sections e.g. a market study, course syllabus, cost analysis, grants, etc.

See Appendix G for Course Syllabi.

2. Include in an appendix any material which would help support the certificate including the market study, course syllabi, cost studies, grants, etc. used to draw conclusions described above.

See Appendix G for Course Syllabi.

3. Include in an appendix the 7 points listed in Item M above. The information will be submitted to the Director of Financial Aid upon approval of the certificate program.

See Appendix D.

4. Please submit any suggestions for improvement in this proposal document or process (optional).

None.
## Degree Evaluation Report

### MBA Business Foundation Req

MBA Foundation (Pre-Core) courses. Up to 3 may be waived based on college evaluation.

<table>
<thead>
<tr>
<th>Met</th>
<th>Requirement</th>
<th>Term</th>
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<th>Title</th>
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<tr>
<td>No</td>
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<th>Requirement</th>
<th>Term</th>
<th>Satisfied By</th>
<th>Title</th>
<th>Attribute</th>
<th>Credits</th>
<th>Grade</th>
<th>Source</th>
</tr>
</thead>
</table>

Total Credits and GPA
APPENDIX B: CIP Code

Detail for CIP Code 52.0101

**Title:** Business/Commerce, General.

**Definition:** A program that focuses on the general study of business, including the processes of interchanging goods and services (buying, selling and producing), business organization, and accounting as used in profit-making and nonprofit public and private institutions and agencies. The programs may prepare individuals to apply business principles and techniques in various occupational settings.

**Action:** No Substantive Changes

✓Crosswalk

✓CIP Title or Definition Changed

<table>
<thead>
<tr>
<th>CIP 2000</th>
<th>Action</th>
<th>CIP 2010</th>
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<tr>
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APPENDIX C: ASSURANCE OF LEARNING

The following materials were extracted from the College’s AACSB Accreditation Report. The Assurance of Learning processes are done for only degree programs and majors.

Both direct and indirect assessment methods are used by the faculty to evaluate program success and achievement of educational goals. The direct assessment activities include an embedded assessment process in core courses in the undergraduate and graduate programs. For the embedded assessment, the faculty teaching core courses collect information about student learning from written and oral tests, projects, case studies, and presentations. The undergraduate program is assessed in the fall and the MBA program is assessed each winter. These embedded assessments are scored and aggregated to determine attainment of performance goals.

Indirect assessment activities include annual focus groups of graduating students, as well as the Educational Testing Service’s (ETS) Major Field Tests for undergraduate business and MBA students. The ETS tests are administered in the undergraduate and graduate policy/capstone courses, and tests are submitted once a year for tabulation and summarization. Additionally, our annual participation in the Educational Benchmarking Incorporated (EBI) survey is used as another indirect assessment. All of these measures are examined by the Strategic Planning/Assurance of Learning Committee and reviewed with the faculty annually. Major activities associated with assurance of learning are discussed further in the continuous improvement discussion for each of the programs at the undergraduate and graduate levels. Both the ETS exam and the EBI survey have been used for more than a decade, and the Sedona software which tracks our results has been used since its inception.

Each year, the AOL outcomes are first discussed within the Strategic Planning and Assurance of Learning Committee. The Assurance of Learning Coordinator then reports the results of the Assurance of Learning process, including direct and indirect assessments, to the entire College faculty.

The graduate degree program in business is the MBA. Three course levels are distinguished: pre-core, core, and post-core. The pre-core, or foundation, courses provide an introduction for those students who did not take particular subject areas as undergraduates. The foundation courses do not contribute credits toward the MBA, but serve only to level the student’s knowledge for the relevant core course. For a student whose transcript shows an appropriate undergraduate course passed with a “C” or better, the foundation course is waived; otherwise, the student must take the foundation course to meet the prerequisite for the core course.

Learning Goals and Direct Assessment of Graduate Study

The MBA assurance of learning system parallels the undergraduate system. The learning objectives of the MBA program were entirely revised on the advice of the review team following the last reaffirmation of accreditation; consequently, the MBA assurance of
learning process is not as mature as the undergraduate process. Faculty members who traditionally taught the core MBA courses met during 2009 to develop new goals and objectives. The new goals and objectives were discussed with the entire faculty which led to further modification. They were subsequently approved by the faculty in late 2009. Rubrics were then developed and the first objectives were measured in 2010.

The following Learning Goals and Objectives were established based on the Mission Statement and AACSB Standards 15 and 18.

**Goal 1: A graduate of the MBA program will be able to use an ethical and social responsibility perspective when making decisions.**

**Objective 1:** A graduate of the graduate business program can identify socially responsible relationships that organizations have with their stakeholders.

**Objective 2:** A graduate of the graduate business program will show that she or he can know the language and tools for ethical analysis and be able to apply them.

**Objective 3:** A graduate of the graduate business program can balance shareholder and other stakeholder values.

**Goal 2: A graduate of the MBA program will think critically in problem-solving and decision making.**

**Objective 1:** A graduate of the graduate business program will show that she or he can apply the principles of business. (Problem-Solving)

**Objective 2:** A graduate of the graduate business program can identify and recommend best decision practices among appropriate options; delineate and select ethical options from stakeholder values.

**Goal 3: A graduate of the MBA program will be prepared to lead in various organizational contexts.**

**Objective 1:** A graduate of the graduate business program can identify and apply a theory of motivation.

**Objective 2:** A graduate of the graduate business program can affect team performance.

**Objective 3a:** A graduate of the graduate business program can comprehend processes of continuity and change.
Objective 3b: A graduate of the graduate business program can comprehend processes of creativity and innovation.

Objective 4a: A graduate of the graduate business program can demonstrate that she or he can write effectively.

Objective 4b: A graduate of the graduate business program can demonstrate that she or he can give a successful individual or team oral presentation.

Goal 4: Global Vantage Point – A graduate of the MBA will include a global perspective when making decisions.

Objective 1: A graduate of the graduate business program can comprehend the challenges of doing business across geographic boundaries.

Objective 2: A graduate of the graduate business program can comprehend culture plus appreciate and respect global culture and values.

Learning outcomes are measured by faculty members who teach the core courses in the MBA program. Each winter term, specific course assignments are used to measure learning using the prescribed rubrics in each core graduate course. Each learning objective is measured comprehensively in at least one core course. During the appropriate points in the course, the faculty member applies the rubric to each student’s work and assesses the student’s performance. When undertaking the measurements, the faculty member evaluates the student’s performance based on the particular rubric and determines whether the student meets, exceeds, or does not meet the requirements. Most of the measures are scored on a 3-point scale.

At the graduate level the faculty members have agreed that the achievement rate for individual objectives should be 80 percent. Individual data are entered into the Sedona system and overall results are calculated. Faculty members then write a summary of their results and observations which are submitted to the Assurance of Learning Coordinator for further analysis and reporting to faculty at the May Faculty Meeting. The AOL Coordinator also meets with individual instructors and/or the entire discipline to discuss the results and planned changes designed to improve learning outcomes in the next iteration.

Table AOL 6 below identifies the results of direct assessment using embedded measures from 2008-2009 through 2010-13 with an emphasis on 2010 through 2013. As noted, adjustments were made in some objectives during this time, but the time series is otherwise consistent, and generally shows consistency or improvement over the period. The Factored Combined Percentage averages the measures across the various categories for each learning objective.
Table AOL 6: Graduate Learning Outcomes 2008-2009 through 2012-2013

<table>
<thead>
<tr>
<th>Goal: Ethical and social responsibility perspective when making decisions.</th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective 1</td>
<td>79.69%</td>
<td>70.49%</td>
<td>87.83%</td>
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<td></td>
</tr>
<tr>
<td>Objective 2</td>
<td>70.04%</td>
<td>64.53%</td>
<td>86.24%</td>
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<td></td>
</tr>
<tr>
<td>Objective 3</td>
<td>80.30%</td>
<td>83.44%</td>
<td>78.08%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Goal 2: Think critically in problem-solving and decision making.

| Objective 1 | 85.98% | 87.20% | 88.80% | |
| Objective 2 | 84.00% | 83.3% | 84.67% | |

Goal 3: Prepared to lead in various organizational contexts.

| Objective 1 | 83.45% | 92.20% | 79.56% | |
| Objective 2 | 74.30% | 84.83% | |
| Objective 3a | 89.81% | 93.50% | 96.30% | |
| Objective 3b | 94.45% | 89.80% | 97.06% | |
| Objective 4a | 82.90% | 86.40% | 80.52% | |
| Objective 4b | 78.09% | 94.25% | 94.12% | |

Goal 4: Include a global perspective when making decisions.

| Objective 1 | 84.20% | 90.90% | 82.54% | |
| Objective 2 | 88.08% | 93.50% | 85.30% | |

*Learning objective/rubric changed in 2010-11

**Indirect Assessments**

In addition to the direct embedded assessment discussed above, the College of Business Administration utilizes several indirect assessment instruments, including field tests from the Educational Testing Service (ETS), exit surveys conducted by Educational Benchmarking, Inc., (EBI), and focus groups with graduate and undergraduate students.

**ETS Exams**

While the standardized ETS tests do not directly assess outcomes on the specific learning goals established by the College, they complement the direct assessment and provide information regarding student performance in functional areas of business and are used in the ongoing continuous improvement process to evaluate curricular changes for the degree programs.

The Master of Business Administration Major Field Test is conducted in MBA 5900, Strategic Management. Every student enrolled in the course takes this field test at the end of the semester. The MBA Field Tests are pooled from September through the following August and results are reported by academic year rather than calendar year. The results are for each year from 2008-09 through 2012-13 are shown below and compared to the means from several hundred other participating institutions. Table AOL 9 compares our students’ overall scores to the mean of nearly 25,000 individual test-takers. Table AOL 10 compares our student’s results on individual tests to the averages of more than 300 participating institutions. In each of the fields tested (Marketing,
Management, Finance, Accounting, and Strategic Integration), mean results for the College over the five-year period are within one standard deviation of the national averages, whether measured at the individual or institutional level.

**Table AOL 9: MBA ETS Major Field Test Overall Mean for 2008-2013**

<table>
<thead>
<tr>
<th>Year</th>
<th>UDM n</th>
<th>UDM Mean</th>
<th>UDM Std. Dev.</th>
<th>National Mean</th>
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<tr>
<td>2012-13</td>
<td>52</td>
<td>242</td>
<td>14</td>
<td>248.2</td>
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<td>2011-12</td>
<td>62</td>
<td>237</td>
<td>12</td>
<td>248.7</td>
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<tr>
<td>2010-11</td>
<td>49</td>
<td>251</td>
<td>16</td>
<td>248.2</td>
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<tr>
<td>2009-10</td>
<td>70</td>
<td>244</td>
<td>16</td>
<td>249.0</td>
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<tr>
<td>2008-09</td>
<td>48</td>
<td>241</td>
<td>15</td>
<td>249.2</td>
</tr>
</tbody>
</table>

**Table AOL 10: MBA ETS Major Field Tests Results by Indicator for 2008-2013**

<table>
<thead>
<tr>
<th>Year</th>
<th>Marketing</th>
<th>Management</th>
<th>Finance</th>
<th>Accounting</th>
<th>Strategic Integration</th>
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<tr>
<td>2012-13</td>
<td>52.0</td>
<td>53.0</td>
<td>40.0</td>
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<tr>
<td>2011-12</td>
<td>48.0</td>
<td>49.0</td>
<td>38.0</td>
<td>40.0</td>
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<tr>
<td>2010-11</td>
<td>60.0</td>
<td>59.0</td>
<td>48.0</td>
<td>52.0</td>
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<tr>
<td>2009-10</td>
<td>53.0</td>
<td>56.0</td>
<td>43.0</td>
<td>44.0</td>
<td>49.0</td>
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<tr>
<td>2008-09</td>
<td>46.0</td>
<td>50.0</td>
<td>42.0</td>
<td>44.0</td>
<td>45.0</td>
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<tr>
<td>Weighted Mean</td>
<td>51.8</td>
<td>53.4</td>
<td>42.1</td>
<td>44.5</td>
<td>47.0</td>
</tr>
</tbody>
</table>

**Educational Benchmarking Inc. (EBI) Exit Surveys**

To understand the students’ perceptions of their education, the College provides each graduating student, undergraduate and graduate, with an exit survey conducted by Educational Benchmarking, Inc. (EBI). The survey asks students to rate various aspects of their college experience, including curricula, teaching, advising, extracurricular activities, and other areas on a Likert scale from 1 to 7. Detailed results provided by EBI allow the College to examine the specific factors that impact the students’ satisfaction in the program. Intertemporal analyses are available, as are cross-sectional comparisons between the College and (a) a self-selected group of 6 other business schools, (b) other business schools in its Carnegie classification, and (c) all other business schools that participate in the survey. These results are subject to a confidentiality agreement which permits disclosure for internal review and accreditation purposes.
The Select 6 universities are normally peer or aspirant institutions. For 2012-2013, the Select 6 universities for comparison at the undergraduate level were Creighton University, John Carroll University, Loyola Marymount University, Loyola University Maryland, Loyola University New Orleans, and Marquette University. There were more than 50 other business schools in our Carnegie class, and 140 other business schools participating overall.

The EBI Exit Survey represents a measure of the student’s perception of the program and when taken in conjunction with the embedded direct assessment and the ETS Major Field Test Exams, can provide valuable curricular and program insights.
### Table AOL 12: Graduate 2012-2013 EBI Survey Results

<table>
<thead>
<tr>
<th>Factor of Performance</th>
<th>UDM</th>
<th>Select 6</th>
<th>Carnegie</th>
<th>All</th>
<th>Rank Select 6</th>
<th>Rank Carnegie Class</th>
<th>Rank All Institutions</th>
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<tbody>
<tr>
<td>Overall Program Effectiveness</td>
<td>5.79</td>
<td>5.27</td>
<td>5.42</td>
<td>5.50</td>
<td>2</td>
<td>10</td>
<td>19</td>
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<tr>
<td>Overall Learning</td>
<td>6.26</td>
<td>5.94</td>
<td>5.94</td>
<td>6.00</td>
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<td>Overall Satisfaction</td>
<td>6.39</td>
<td>6.17</td>
<td>6.13</td>
<td>6.10</td>
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<td>4</td>
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<tr>
<td>Learning: Supply Chain</td>
<td>5.63</td>
<td>4.89</td>
<td>5.22</td>
<td>5.02</td>
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<td>4</td>
<td>7</td>
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<td>Learning: Use and Manage Technology</td>
<td>6.01</td>
<td>4.69</td>
<td>5.15</td>
<td>5.01</td>
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<td>1</td>
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<tr>
<td>Learning: Domestic &amp; Global Economies</td>
<td>6.16</td>
<td>5.47</td>
<td>5.67</td>
<td>5.06</td>
<td>1</td>
<td>2</td>
<td>2</td>
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<td>Learning: Organizational Behaviors</td>
<td>6.03</td>
<td>5.54</td>
<td>5.75</td>
<td>5.08</td>
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<td>1</td>
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<tr>
<td>Learning: Data-Driven Decision-Making</td>
<td>6.17</td>
<td>5.47</td>
<td>5.07</td>
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<td>1</td>
<td>1</td>
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<td>Learning: Financial Information</td>
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<td>5.67</td>
<td>5.71</td>
<td>5.07</td>
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<td>1</td>
<td>2</td>
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<tr>
<td>Learning: Ethical &amp; Legal Responsibilities</td>
<td>6.05</td>
<td>5.41</td>
<td>5.58</td>
<td>5.05</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Learning: Critical Thinking &amp; Problem Solv</td>
<td>6.23</td>
<td>5.58</td>
<td>5.73</td>
<td>5.08</td>
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<td>1</td>
<td>2</td>
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<tr>
<td>Satisfaction: Breadth of Curriculum</td>
<td>5.43</td>
<td>5.29</td>
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<td>Satisfaction: Career Services</td>
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<td>4.18</td>
<td>4.04</td>
<td>1</td>
<td>3</td>
<td>5</td>
</tr>
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<td>Satisfaction: Classmates</td>
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<td>5.05</td>
<td>5.56</td>
<td>5.06</td>
<td>6</td>
<td>28</td>
<td>56</td>
</tr>
<tr>
<td>Satisfaction: Admin &amp; Support Services</td>
<td>5.97</td>
<td>5.19</td>
<td>5.46</td>
<td>5.05</td>
<td>1</td>
<td>8</td>
<td>13</td>
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<td>Satisfaction: Co-Curricular Activities</td>
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<td>4.08</td>
<td>4.09</td>
<td>1</td>
<td>3</td>
<td>4</td>
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<td>Satisfaction: Aspects of Courses</td>
<td>5.86</td>
<td>5.77</td>
<td>5.89</td>
<td>5.08</td>
<td>2</td>
<td>11</td>
<td>21</td>
</tr>
<tr>
<td>Satisfaction: Quality of Instruction</td>
<td>5.74</td>
<td>5.43</td>
<td>5.58</td>
<td>5.06</td>
<td>2</td>
<td>5</td>
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<tr>
<td>Number of Institutions</td>
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<td></td>
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</tr>
</tbody>
</table>

### Table AOL 12 A: Graduate EBI Survey Results - UDM Overall Program Effectiveness 2008-2013

<table>
<thead>
<tr>
<th>Factor of Performance/Year</th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
<th>2011-12</th>
<th>2012-13</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Program Effectiveness</td>
<td>5.03</td>
<td>4.72</td>
<td>5.06</td>
<td>5.14</td>
<td>5.79</td>
</tr>
</tbody>
</table>
Table AOL 12 presents the EBI results for the graduate program. For 2012-2013, the select 6 universities for comparison at the graduate level were Creighton University, DePaul University, John Carroll University, Marquette University, Saint Louis University, and Seattle University. The difference between the graduate and undergraduate comparative schools is due to differences in the participation of those institutions with the graduate and undergraduate components of the survey. The Carnegie class consisted of 36 other business schools, and a total of 73 institutions participated at the graduate level. As shown below, the mean satisfaction scores and self-assessed learning among MBA students in the College equals or exceeds those from the Select 6, the Carnegie class, and all institutions in virtually every category. Our particular strengths at the graduate level include Critical Thinking and Problem Solving, Ethical and Legal Responsibilities, Data-Driven Decision-Making, Finance, Organizational Behavior, the Use and Management of Technology, and Domestic and Global Economies; in each of these areas, the CBA ranked first among the Select 6, and first or second among the Carnegie class as well as first or second among all participating institutions. As in the undergraduate survey, Aspects of Courses refers to grading, faculty accessibility, and the relationship of course concept to the real world.

Again, these self-reported scores provide indirect evidence of success on our learning goals, inasmuch as each of our MBA learning goals can be linked with at least one of the self-reported learning scores from the graduate EBI survey. In particular, Goal 1 (ethics and social responsibility) is linked with Ethical & Legal Responsibilities; Goal 2 (critical thinking) is linked with Critical Thinking and Problem Solving; Goal 3 (Leadership) is linked with Organizational Behaviors; and Goal 4 (global) is linked with Domestic and Global Economies.

**Focus Groups**

As an additional aid to our assurance of learning process, the College hired Linda Haynes Slowik, Ph.D., the Chair of Psychology at UDM, to conduct focus groups of MBA students in May 2011 and May 2013, as well as an undergraduate focus group in March 2012. As a supplement to the EBI survey, these focus groups provide further insights into the students’ current views of the programs.

**Selected Comments from MBA Focus Group Report in May 2011:**
Overall students were happy with the program. Of the 12 participating in the focus group, 7 would recommend the program to friends and colleagues. The remaining 5 would recommend it based on the needs of the friend.

The students believed that the program does live and support the mission of the College and University.

Students who have done service learning in Detroit Public Schools feel a sense of satisfaction. They are able to use course content along with service learning.

**Selected Comments from MBA Focus Group Report in May 2013:**
Students see a real value in the interpersonal engagement of the faculty and other students.
International students are seen as an advantage and US students would like to learn more from them.

Students commented that some of the unique values of the UDM MBA are the personal interaction and attention they receive; specific statements included, “I do enjoy the small class sizes,” “Everybody knows everybody,” and “You build a relationship with your professor.”
APPENDIX D

M. Gainful Employment

1. Non-degree programs must be approved by the U.S. Department of Education before students are allowed to receive financial aid under the Gainful Employment Measures. In order to be eligible for funding under Title IV financial aid programs, an educational program must lead to degree, or prepare students for gainful employment in a recognized occupation. If this certificate should be submitted to the Dept of Education, please include the following in the Appendix. Please consult with the director of scholarship and financial aid regarding application of these rules to the proposed certificate.

This information must be provided to the Director of Scholarship and Financial Aid Office, at least 120 days prior to the first day of class for the program, or the first disbursement of financial aid, for submission to the Department of Education for all non-degree (certificate) programs:

The focus needs to be on the benefit to students/employers, making a clear connection between the program, the job it prepares them for and the local, regional, or national market need for employees in that job while preparing the application.

a. Program Name(s) and Program CIP Code(s) supported by this documentation

The Program Name is the Graduate Certificate in Business Fundamentals. The Program CIP Code is 52.0101. See Appendix B for details of the Program CIP Code.

b. Narrative description of how the institution determined the need for the program. For example, describe what need this program will address and how the institution became aware of that need. If the program is replacing a current program(s), identify the current program(s) that is being replaced by the new program(s) and provide details describing the benefits of the new program(s). If the program will be offered in connection with, or in response to, an initiative by a governmental entity, provide details of that initiative. The institution must retain documents that support this description for review or submission to the Department upon request.

This professional certificate is based on the concept that analytical and practical tools are fundamental to prepare effective managers or analysts. A number of students are interested in the field of business. However, they are not sure if they want to earn a Master of Business Administration (MBA) degree. A Graduate Certificate in Business Fundamentals is a way to encourage students with no prior business coursework to take 24 credit hours of foundation courses, or the pre-core phase, of our MBA program without making a commitment to the entire MBA program. The certificate program will allow students the opportunity to pursue the MBA program at a future point in time without losing any credits. Thus, the rationale for the Graduate Certificate in Business Fundamentals is to:

1) to give students who do not want to pursue the full MBA (and who do not have the pre-requisites for an existing graduate certificate) the possibility of earning a business credential;

2) to try to entice those same students to later pursue the MBA or an existing graduate certificate; every student who earns the certificate would be eligible to begin the MBA core immediately.

3) to offer students who are interested in pursuing the MBA but find that they first need to take the pre-core courses the possibility of earning an intermediate credential as an extra incentive to enroll.
This certificate complements the Mission of the College of Business Administration and the University of Detroit Mercy. Specifically, this certificate program captures the spirit of the Mission Statement of the College of Business Administration, including, but not limited to:

1. helping students to develop knowledge, analytical and critical thinking, and skills to compete in a dynamic global business environment
2. prepares diverse students to serve business organizations and society with competence, compassion and conscience.
3. delivering quality teaching, research, and service to our University, our profession, and our community.

**c. Narrative description of how the program was designed to meet local market needs, or for an online program, regional or national market needs.** For example, indicate if Bureau of Labor Statistics data or State labor data systems information was used, and/or if State, regional, or local workforce agencies were consulted. Include how the course content, program length, academic level, admission requirements, and prerequisites were decided; including information received from potential employers about course content; and information regarding the target students and employers. The institution must retain copies of documents and its analysis for review and submission to the Department upon request.

The College of Business Administration is proposing that the pre-requisite courses of the MBA program be re-packaged as a graduate certificate in Business Fundamentals. These are graduate courses that we already teach every year to students with non-business undergraduate degrees who seek the MBA. Completing any 5 of those 8 courses would earn a student a Graduate Certificate in Business Fundamentals, regardless of whether he or she pursues the full MBA. In this way, we hope to (1) attract graduate students who want only the basics, (2) encourage those students to complete the entire MBA, and (3) prevent those who need the pre-requisites for the MBA from becoming discouraged, by rewarding them after the first few courses.

The course content is based on the UDM Graduate Catalog descriptions. The program length is dependent on whether the student pursues part-time or full-time studies. A full-time student may complete the certificate program in 2 semesters, while the part-time student may complete the certificate program in 3 – 4 semesters. The academic level is at the graduate level. Admission requirements are identical to the admission requirements of the MBA. Pre-requisites for these courses were decided by the College of Business Administration Curriculum and Standards Committee in past years.

New students will most likely have undergraduate degrees in fields other than Business, from other colleges and universities. In addition, new students may include students who possess a Master’s Degree in a field other than Business and is need of basic business education for the purpose of running their own businesses. Most students will likely be employed. The certificate will attract new graduate students primarily from the metropolitan Detroit area.

**d. Narrative description of any wage analysis the institution may have performed, including any consideration of Bureau of Labor Statistics wage data related to the new program.** The institution must retain copies of analysis documents for review and submission to the Department upon request.

The major outcome of the proposed certificate is so that this certificate program will help introduce students to the field of business. It will enable them to take courses in different areas of business. The benefit to students will be the ability to enhance career entry and growth.
In December 2014, data on the types of jobs and income students could anticipate if they complete only the new certificate was extracted from Payscale.com and is provided in Figure 1 below.

**Figure 1: Job titles and corresponding salary ranges for Employees with a Business Certificate**

<table>
<thead>
<tr>
<th>Job Title</th>
<th>National Salary Data</th>
<th>$0</th>
<th>$50K</th>
<th>$100K</th>
</tr>
</thead>
<tbody>
<tr>
<td>Operations Manager 505 salaries</td>
<td>$39,687 - $98,740</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administrative Assistant 290 salaries</td>
<td>$25,661 - $52,480</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Human Resources (HR) Manager 280 salaries</td>
<td>$38,587 - $81,402</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Accountant 270 salaries</td>
<td>$30,440 - $68,963</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Financial Controller 257 salaries</td>
<td>$45,786 - $98,294</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


According to the Bureau of Labor Statistic’s Occupational Outlook Quarterly from Winter 2012-2013, their Table 4 shows selected occupations in areas of business, management, marketing, and support services that may require a business certificate. Some of the largest of these occupations are claims adjusters, examiners, and investigators and industrial production managers. Other business occupations in which some workers reported needing a certificate include property, real estate, and community association managers, and assessors. The below table shows possible occupations, corresponding SOC code from the Department of Labor website, and corresponding Bureau of Labor Statistics wage data.
e. **List possible occupations and the corresponding SOC code from the Department of Labor web site:** [http://online.onetcenter.org/](http://online.onetcenter.org/)

According to the Bureau of Labor Statistic’s Occupational Outlook Quarterly from Winter 2012-2013, their Table 4 shows selected occupations in areas of business, management, marketing, and support services that may require a business certificate. Some of the largest of these occupations are tabulated in the below table:

<table>
<thead>
<tr>
<th>Possible occupations</th>
<th>SOC code</th>
<th>Median Hourly Wage</th>
<th>Mean Hourly Wage</th>
<th>Annual Mean Wage</th>
</tr>
</thead>
<tbody>
<tr>
<td>claims adjusters, examiners, and investigators</td>
<td>13-1031.00</td>
<td>$29.91</td>
<td>$30.53</td>
<td>$63,500</td>
</tr>
<tr>
<td>industrial production managers</td>
<td>11-3051.00</td>
<td>$44.46</td>
<td>$48.87</td>
<td>$101,640</td>
</tr>
<tr>
<td>property, real estate, and community association managers</td>
<td>11-9141.00</td>
<td>$26.09</td>
<td>$31.67</td>
<td>$65,880</td>
</tr>
<tr>
<td>Assessors</td>
<td>13-2021.01</td>
<td>$25.27</td>
<td>$27.89</td>
<td>$58,010</td>
</tr>
<tr>
<td>Government property inspectors and investigators</td>
<td>13-1041.04</td>
<td>$31.23</td>
<td>$32.69</td>
<td>$68,000</td>
</tr>
<tr>
<td>Energy auditors</td>
<td>13-1199.01</td>
<td>$32.35</td>
<td>$35.10</td>
<td>$73,000</td>
</tr>
<tr>
<td>Procurement clerks</td>
<td>43-3061.00</td>
<td>$19.20</td>
<td>$19.35</td>
<td>$40,240</td>
</tr>
</tbody>
</table>


f. **Narrative description of how the program was reviewed or approved by, or developed in conjunction with, one or more of the following:**

> business advisory committees
> Program integrity boards
> Public or private oversight or regulatory agencies (not including the state licensing /authorization agency and accrediting agency)
> Businesses that would likely employ graduates of the program

For example, describe the steps taken to develop the program, identify when and with whom discussions were held, provide relevant details of any proposals or correspondence generated, and/or describe any process used to evaluate the program. The institution must retain, for review and
submission to the Department upon request, copies of meeting minutes, correspondence, proposals, or other documentation to support the development, review, and/or approval of the program.

The Dean of the College of Business Administration (CBA) interacts with both internal and external stakeholders of the College, including current and prospective students, faculty, alumni, an external Board of Advisors consisting of corporate executives, Deans of other UDM colleges and schools, and Deans of other colleges of business administration. Numerous such stakeholders had suggested the creation of a credentialing program for graduates of non-business undergraduate programs that would not require the extensive time and tuition of the full MBA program with all of its pre-core, core, and elective courses. Indeed, the AACSB (accrediting body) peer-review team had, following its last site visit in 2014, complimented the College on having established graduate business certificates, and encouraged further development of such programs. The Dean of the College of Business Administration, in consultation with the College of Business Administration’s Director of Graduate Programs, developed the original idea underlying the proposed certificate. Subsequently, the Director of Graduate Programs drafted a proposal for the certificate and sent it to the Dean for initial review. After some revisions, a second draft was emailed to the Dean and subsequently to the College of Business Administration Undergraduate and Graduate Curriculum and Standards Committee for review. Upon receipt of initial feedback from Committee members, the Director of Graduate Programs investigated similar certificates offered by competing universities in the metro Detroit region. The Graduate Certificate in Business Fundamentals was approved by the College of Business Administration Undergraduate and Graduate Curriculum and Standards Committee and the approved proposal was sent to the entire College of Business Administration faculty on behalf of the Undergraduate and Graduate Curriculum and Standards Committee. The proposal was vetted and approved by the Undergraduate and Graduate Curriculum and Standards Committee on its April 20, 2015 meeting. The Graduate Certificate in Business Fundamentals proposal was discussed and approved at the general CBA faculty meeting on May 11, 2015.

g. Date of the first day of class. Include both:
> The first day the program was or will be offered by the institution, and
> The day you would like to begin disbursing Title IV funds to students enrolled in the program.

The target first day for the program offered is August 29, 2016.

We would like to begin disbursing Title IV funds following approval from the United States Federal Department of Education.

Approval Documents

Current letter of accreditation, including any attachments

See Appendix E
APPENDIX E: AACSB Accreditation Letter

May 8, 2014 – Updated May 9, 2014

Joseph G. Eisenhauer PhD
Dean
University of Detroit Mercy
College of Business Administration
4001 West McNichols Road
Detroit MI 48221-3038
UNITED STATES

Via Email: joseph.eisenhauer@udmercy.edu

Dear Dean Eisenhauer:

It is my pleasure to inform you that the peer review team recommendation to extend accreditation for the undergraduate and master’s degree programs in business offered by University of Detroit Mercy is concurred with by the Continuous Improvement Review Committee and ratified by the Board of Directors. Congratulations to you, the faculty, the students, the staff, and all supporters of the school.

One purpose of peer review is to stimulate further continuous improvement of quality programs. As noted in the team report, the School is to be commended on the following strengths and effective practices:

1. The College has created a BS/MBA program which is more structured than similar programs found elsewhere. Students must meet a set of entrance requirements as entering freshmen that are more stringent than those for other students entering the College. Their undergraduate program is accelerated in order to complete the Bachelor’s degree in the first semester of their senior year and begin their MBA in the second semester. They are assigned a mentor from the business community in the sophomore year and they must do two internships prior to graduating. The placement rate for the May, 2014 graduating class is 100%, indicating the students have been well received by employers.

2. Graduate certificates in finance, forensic accounting, business turnaround management, and ethical leadership and change management can be earned in conjunction with the MBA degree. This is an effective way to increase credit hour production with limited resource use.

3. Alumni Week invites alumni back to campus to speak to both undergraduate and graduate students about their career experience and to provide advice to students on their professional development. The event is organized by the Alumni Board and 75% of courses typically participate in the program. Alumni Week not only enriches the student experience, but also engages alumni.

Additionally, in the interest of continuous improvement, the School should closely monitor the following items and incorporate them in your ongoing strategic planning initiatives:

1. The College should improve how it documents Assurance of Learning (AOL) activities. Documentation should include how results tie to action steps that lead to specific enhancements made to the curriculum as a result of the assurance of learning process. (2003 Standard 15: Management of Curricula; Standard 16: Undergraduate Learning Goals; and Standard 18: Master’s Level General Management Learning Goals; 2013 Standard 8: Curricula Management and Assurance of Learning)
2. The College should improve its documentation of the strategic planning process. More details around action steps, time lines and responsibilities should be provided in your strategic plan document. (2003 Standard 1: Mission Statement; 2013 Standard 1: Mission, Impact, and Innovation)

Your School has achieved accreditation for five additional years. The next on-site continuous improvement review occurs in the fifth year, 2018-2019. A timeline specific to your visit year is attached.

Please note that your Continuous Improvement Review Application will be due on July 1st, two years prior to your review year. This application initiates the continuous improvement review process. In this application you will be expected to provide an update on progress in addressing the concerns stated above in addition to other relevant information for initiation of the next continuous improvement review.

Please refer to the Continuous Improvement Review Handbook for more information regarding the processes for continuous improvement reviews. The handbook is evolving and will be updated frequently to provide the most current process improvements. Please monitor the website to make certain that you have the most current version.

Again, congratulations from the Accreditation Council and AACSB International - The Association to Advance Collegiate Schools of Business. Thank you for participating in the continuous improvement review process and for providing valuable feedback that is essential to a meaningful and beneficial review.

Sincerely,

Robert Sullivan, Chair
Board of Directors

cc: Peer Review Team
    Joseph M. Phillips, Chair
    Antone Alber, Team Member
    Wade L. Thomas, Team Member
SCOPE OF ACCREDITATION
Continuous Improvement Review March 2014

Name of Institution:
University of Detroit Mercy

Name of Business Academic Unit:
College of Business Administration

List of Degree Programs Reviewed:
BSBA
BSBA/MBA
MBA
<table>
<thead>
<tr>
<th>14-15 (July 1 – June 30)</th>
<th>15-16 (July 1 – June 30)</th>
<th>16-17 (July 1 – June 30)</th>
<th>17-18 (July 1 – June 30)</th>
<th>18-19 (July 1 – June 30)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete Key Data and Accreditation Data Sections of the Business School Questionnaire for prior academic year</td>
<td>Complete Key Data and Accreditation Data Sections of the Business School Questionnaire for prior academic year</td>
<td>Complete Key Data and Accreditation Data Sections of the Business School Questionnaire for prior academic year</td>
<td>Complete Key Data and Accreditation Data Sections of the Business School Questionnaire for prior academic year</td>
<td>Complete Key Data and Accreditation Data Sections of the Business School Questionnaire for prior academic year</td>
</tr>
<tr>
<td>July 1, 2016 - *Submit Review Application with signed cover letter requesting accreditation review and preferred visit dates.</td>
<td>Work with AACSB to select Peer Review Team from nominations, peer and aspirant groups</td>
<td>*Submit Executive Summary</td>
<td>*Submit Fifth Year Report</td>
<td></td>
</tr>
<tr>
<td>*Submit List of Degree Programs Including Catalogs (or online link in lieu of Catalogs)</td>
<td>Work with AACSB to set the visit date</td>
<td>*Submit Situational Analysis</td>
<td>*Submitted together</td>
<td></td>
</tr>
<tr>
<td>*Submit request for exclusion of degree programs including justification for the request</td>
<td>Accreditation Statistical Reports will be distributed to applicant and team members by AACSB upon request only</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>*Submit List of Comparison Groups (Peer, Competitive, and Aspirant)</td>
<td></td>
<td>Accreditation Statistical Reports will be distributed to applicant and team members by AACSB upon request only</td>
<td></td>
<td></td>
</tr>
<tr>
<td>*Submitted together</td>
<td></td>
<td>Accreditation Statistical Reports will be distributed to applicant and team members by AACSB upon request only</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Committee on Accreditation Policy (CAP) rules on exclusions and the scope of the accreditation visit</td>
<td></td>
<td>Accreditation Statistical Reports will be distributed to applicant and team members by AACSB upon request only</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Return Data and Team Suggestions as Requested (March 2017)</td>
<td></td>
<td>Accreditation Statistical Reports will be distributed to applicant and team members by AACSB upon request only</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Accreditation Statistical Reports will be distributed to applicant and team members by AACSB upon request only</td>
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<td></td>
<td>Accreditation Statistical Reports will be distributed to applicant and team members by AACSB upon request only</td>
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<tr>
<td></td>
<td></td>
<td>Accreditation Statistical Reports will be distributed to applicant and team members by AACSB upon request only</td>
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<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Accreditation Statistical Reports will be distributed to applicant and team members by AACSB upon request only</td>
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<tr>
<td>Peer Review Team Visit</td>
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<td>Accreditation Statistical Reports will be distributed to applicant and team members by AACSB upon request only</td>
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<td></td>
<td>Accreditation Statistical Reports will be distributed to applicant and team members by AACSB upon request only</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX F: Letter from UDM’s Dean of Libraries

September 18, 2015

Dr. Joseph Eisenhauer, Dean
College of Business Administration
University of Detroit Mercy
4001 West McNichols Rd
Detroit, MI 48221-3038

Dr. Eisenhauer,

A review of the library holdings in support of the courses comprising the Certificate in Business Fundamentals was completed by George Libbey, Associate Dean for Public Services. The eight graduate level courses designated for the Certificate in Business Fundamentals are adequately supported by the library’s print and online resources. Since these are the beginning graduate level courses for the MBA, the courses cover a large part of the business collection. The table below shows holdings discovered in catalog subject searches and searches of electronic databases.

<table>
<thead>
<tr>
<th>Discipline/Course</th>
<th>Print Books</th>
<th>Ebooks</th>
<th>Print Journals</th>
<th>EJournals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial accounting</td>
<td>590</td>
<td>141</td>
<td>12</td>
<td>158</td>
</tr>
<tr>
<td>Economic analysis</td>
<td>3095</td>
<td>1269</td>
<td>39</td>
<td>395</td>
</tr>
<tr>
<td>Legal environment</td>
<td>769</td>
<td>318</td>
<td>4</td>
<td>112</td>
</tr>
<tr>
<td>Statistical analysis decision making</td>
<td>1860</td>
<td>725</td>
<td>79</td>
<td>44</td>
</tr>
<tr>
<td>Management</td>
<td>5400</td>
<td>3219</td>
<td>145</td>
<td>918</td>
</tr>
<tr>
<td>Marketing</td>
<td>1218</td>
<td>1799</td>
<td>9</td>
<td>488</td>
</tr>
<tr>
<td>Financial management</td>
<td>104</td>
<td>345</td>
<td>6</td>
<td>121</td>
</tr>
<tr>
<td>Product &amp; Operations Management</td>
<td>129</td>
<td>48</td>
<td>5</td>
<td>18</td>
</tr>
</tbody>
</table>

The numbers for Financial Accounting, Economic Analysis, Legal Environment, Management, Marketing, and Financial Management are based on catalog searches and searches of the online resources managed in ProQuest 360 which includes some titles not in the catalog because they are in databases that we do not own. The Statistical Analysis/Decision Making numbers, are based on totaling those for Statistical

http://research.udmercy.edu
Proposal

Analysis and Decision Making, and reducing that number by removing those titles not relevant to business. Likewise, Product and Operations Management result from totaling counts for Product Management and Operations Management, except for print journal where all five titles are in Operations Management.

The libraries maintain over 400 interlibrary loan agreements in Michigan and the United States and through its membership in OCLC have access to resources in over 43,000 libraries world wide. So, if the UDM libraries do not own or provide electronic access to a specific resource, every effort will be made to access it somewhere.

Should you need any further information, please do not hesitate to ask.

Sincerely,

[Signature]

Margaret E. Auer, Dean
University Libraries and Instructional Technology
APPENDIX G: Syllabi
University of Detroit Mercy  
College of Business Administration  
ACC 5100-01  
CRN 10021  
Foundations of Financial Accounting  
Fall 2014  
Course Credit Hours - 3

Instructor:  Michael Wegener, MBA, CPA, PFS  
Phone:  248.739.1410  
E-mail:  wegeneme@udmercy.edu  

Day and Time:  Thursday 6:40 – 9:10 pm  
Room:  C&F208  
Horngren, Sundem, Elliott, Philbrick  
Copyright © 2014 by Pearson Education, Inc., Upper Saddle River, New Jersey, 07458  

Office Hours:  By Appointment Only  

Important Dates:  
Last Day to Delete a Class Without a ‘W’:  September 1, 2014  
Last Day to Withdraw:  November 17, 2014  
Thanksgiving Break:  November 26, 2014 – November 30, 2014  
Final Exam:  December 11, 2014  

Grading Components:  
Exams / 3 @ 120 Points per Exam  360 Points  
Quizzes / Best 8 of 11 @ 15 Points per Quiz  120 Points  
Homework / 12 Chapters @ 10 Points Each  120 Points  
Total Possible  600 Points  

Homework will be collected at the beginning of class on the date due.

Course Description  
This course provides an introduction to the field of accounting and to the development and use of accounting information in the business world. The course is structured to emphasize accounting techniques and procedures, accounting theory and interpretation, and the use of accounting to understand the changes in highly computerized and diversified businesses.

Course Objectives  
The major objective of this class is for you to be able to read, interpret and analyze a company’s financial statements: Balance Sheet, Income Statement, Statement of Cash Flows and Statement of Changes in Stockholders’ Equity. You will learn the importance of all the statements and the unique information each statement presents. You will also gain an understanding of the economic consequences of a company’s transactions by learning how to construct the transactions and how accounting transactions work. Gaining an understanding of financial ratios and how to use them to better analyze a company’s financial statements will also be emphasized.
**Academic Integrity Statement**
As members of an academic community engaged in the pursuit of truth and with a special concern for values, students must conform to a high standard of honesty and integrity in their academic work. Instances where academic misconduct occur include, but are not limited to, falsification or misrepresentation of material used in the admission process, presenting the work of others as one’s own, theft, plagiarism, and cheating. These actions pose a threat to the academic integrity of the University and its mission and will be treated accordingly. Academic misconduct is subject to disciplinary sanctions. These sanctions include, but are not limited to, reprimand, probation, suspension, and dismissal. Students are required to familiarize themselves with the specific protocols of their school or college, available in each respective Dean’s office or Academic Policy Handbook. Students also have the responsibility to consult the University of Detroit Mercy Student Handbook for further information on other academic policies and University procedures.

**Grading**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93% or Above</td>
</tr>
<tr>
<td>A-</td>
<td>90% - 92%</td>
</tr>
<tr>
<td>B+</td>
<td>86% - 89%</td>
</tr>
<tr>
<td>B</td>
<td>82% - 85%</td>
</tr>
<tr>
<td>B-</td>
<td>80% - 82%</td>
</tr>
<tr>
<td>C+</td>
<td>76% - 79%</td>
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<tr>
<td>C</td>
<td>72% - 75%</td>
</tr>
<tr>
<td>C-</td>
<td>70% - 72%</td>
</tr>
<tr>
<td>D</td>
<td>61% - 69%</td>
</tr>
<tr>
<td>F</td>
<td>60% or Below</td>
</tr>
</tbody>
</table>

**Mission Statement of the University of Detroit Mercy**
The University of Detroit Mercy, a Catholic University in the Jesuit and Mercy traditions, exists to provide excellent student-centered undergraduate and graduate education in an urban context. A UDM education seeks to integrate the intellectual, spiritual, ethical, and social development of our students.

**Mission Statement of the College of Business Administration**
The College of Business Administration prepares diverse students to serve business organizations and society with competence, compassion, and conscience. Rooted in the Jesuit and Mercy traditions, the College champions academic excellence and good character by encouraging intellectual, spiritual, ethical, and social growth. We achieve this mission by:

- Encouraging and expecting excellence from students, faculty, and staff in all we do;
- Helping students to develop knowledge, analytical and critical thinking, and skills to compete in a dynamic global business environment;
- Teaching students self-reflection, teamwork with diverse peoples, and responsible stewardship for the common good;
- Delivering quality teaching, research, and service to our University, our profession, and our community;
- Providing quality bachelor and master degree programs.
Disability Support Services and Accommodations

If you need course accommodations because of a disability, if you have emergency medical information to share, or if you need special arrangements in case the building must be evacuated, please contact Emilie Wetherington, Director of University Academic Services/Disability Support Services at gallegem@udmercy.edu or 313.578.0310 to schedule an appointment. University Academic Services is located on the 3rd floor of the library on the McNichols Campus. Students with special needs are urged to identify themselves to the faculty to discuss their concerns. However, faculty cannot provide disability accommodations without official notification from the Disability Support Services office.

### Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Chapter(s)</th>
<th>Homework</th>
<th>Quiz</th>
<th>Exam</th>
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<tbody>
<tr>
<td>1 – August 28</td>
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<tr>
<td>2 – September 4</td>
<td>3</td>
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<td>3 – September 11</td>
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<td>3</td>
<td></td>
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<td>4 – September 18</td>
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<td>4</td>
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<tr>
<td>5 – September 25</td>
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<td>5</td>
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<td>15 – December 4</td>
<td>Final</td>
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<td>16 – December 11</td>
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### Homework Schedule

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<th>Chapter</th>
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<tr>
<td>11</td>
<td>27, 28, 29</td>
<td>38, 48</td>
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<td>32, 34</td>
<td>53, 56</td>
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Ecnc. 5100  01
Intermediate Microeconomics/Economic Analysis  Section 01
Instructor: Raphael Shen, S.J.
Office: B314 (313) 993-1738

       New or older editions are all acceptable.  [In fact, older editions would contain
       less unnecessary materials than the newer ones].

Office Hours:
Please feel free to make meeting arrangement(s) with me before or after class.
I can meet with a student in need of assistance in the evenings as well as on
weekends, provided the time is convenient for both the student and myself.
Since needs for consultation may arise at unforeseen times, students have
found it most convenient and expeditious to reach me via e-mail.  My e-mail
address is:  shenrs@udmercy.edu  I do check my e-mail quite frequently.
However, as I routinely delete incoming e-mails from unknown addresses,
please type “Microeconomics” next to “Subject.”  I do open and respond to e-
mails promptly.  Students may also leave a message for me, either in my
mailbox in the main office or over the phone.  The number where you may
leave a phone message is (313) 993-1055.  I do return calls once I receive any
phone message.

Course objective:
That the students master all the important concepts/relationships/reasoning
behind a decision maker's economic behavior and be able to apply them with ease and
understanding.  Basically, via model analysis, this course attempts to attain a deeper
understanding of the THEORY governing various aspects of human behavior
regarding consumption, production, distribution, pricing and exchange.

Student course evaluation:
Student course evaluations are in important source of information for
curricular and teaching improvement in the College.  As such, all students
enrolled in CLAE courses are asked to complete an online course evaluation.
You will receive e-mails explaining how to complete the evaluation online.  In
addition, your instructor will remind you of the deadline for completing this
course requirement.

Quizzes, exercise questions and Exam:  There will periodic be quizzes beginning on
Tuesday, September 9th and a final exam.  Quiz date(s) will be made
known to the class at least one week prior to a quiz.  In general, a quiz
will be scheduled when sufficient new course materials have been
covered.  This course does not give make-up quizzes.  Unexcused
quizzes, therefore, would result in an “F” for the missed quiz itself.
Grading: Quizzes = 50% of the course weight; exercises = 20% and, Final Exam = 30%

90 or better = A  87-89 = A-  84-86 = B+
80-84 = B  76-79 = B-  73-75 = C+
68-72 = C  64-67 = C-  60-63 = D+
56-59 = D  Below 56 = F

Course Requirement:
Students are expected to pre-lect (read beforehand) the class material to be covered in class and should always be one step ahead of the material to be covered in class. There will be review sheets for each section of the course material. The completed exercise sheets need not be handed in, but they are designed to help the class understand the course content via application of concepts and relationships. It is understood that these review sheets also help the quiz/exam preparations.

The course comprises of four segments: Consumer behavior, Production and Cost of Production, Market Structures, factor markets.

For each of the four parts, there is a set of exercise questions (given out in class). The student is expected to work out all the exercise questions and have the answers handed in for grading.

Compliance with UDM Student-Related Policies:

Students of the University of Detroit Mercy are expected to comply with all policies and practices established by the College and/or University. Listed below are a few specific UDM policies, however the list is not intended to be exhaustive. A complete listing of all UDM policies can be found in the UDM Student Handbook, and students are expected to be familiar with all UDM student-related policies.

Available Support Services:
The University of Detroit Mercy has a wide array of support services available to all students that include the libraries, media centers, tutoring and writing centers. The UDM Student Handbook contains information regarding location and hours of operation of the University’s support services. Students are encouraged to utilize the support services provided by the University, as needed.

UDM Policy on Plagiarism and Academic Integrity:

As members of an academic community engaged in the pursuit of truth and with a special concern for values, students are expected to conform to a high standard of honesty and integrity in their academic work. The fundamental assumption under which the University operates is that work submitted by a student is a product of his/her own efforts.
Among the most serious academic offensives is plagiarism, submitting the style of another 
author or source without acknowledgment or formal documentation. Plagiarism occurs 
when specific phrases or entire passages, whether a sentence, paragraph or longer excerpt, 
are incorporated into one’s own writing without quotation marks or documentation. One 
also plagiarizes by paraphrasing the work of another, that is, retaining another writer’s 
ideas and structure without documentation.

Students are advised always to set off another writer’s exact words by quotation marks, 
with appropriate references. Students avoid plagiarism by concentrating on their own 
words and ideas and by fully crediting others’ words and ideas when they find their way 
into the writing. Whenever in doubt, cite the source.

Students that purchase essays from other students or agencies or who copy from one 
another or from prohibited sources, commit the most serious type of academic dishonesty. 
The consequences of plagiarism, or any act of academic dishonesty, may range from failure 
on an assignment or in a course to dismissal from the University.

Dishonesty during a quiz/test leads to a failing grade for the course and possibly may incur 
more serious consequences imposed by the university.

Students with Disabilities:  UDM is committed to all students achieving their 
potential. If a student has a disability or believes that s/he may have a disability 
(including a physical, mental, or emotional disability) that may require an 
accommodation, students should contact Emilie Gallegos in the University 
Academic Services (UAS) office for further discussion. The UAS office is located on 
the ground floor of the Student Center and the phone: (313) 578-0310. Because 
accommodations often require adequate time to implement, students should make 
arrangements to contact the UAS as soon as possible.

As protected personal information, all information regarding a student’s disability is confidential 
and must be maintained in a confidential manner in compliance with state and federal laws, 
including but not limited to information regarding the fact that a student may be 
experiencing a disability and the nature of the disability.

TENTATIVE schedule:
Order of presentation and TENTATIVE schedule:
Please note that the word “tentative” is in capitalized form. The pace of 
course material being covered in class is a function of ability to grasp it by the class as 
a whole. The instructor will neither tarry over materials which are more easily 
understood by the class as a whole nor rushing through subject matters over which the 
class finds it more complex. The tentative schedule, therefore, is tentative.

Since students may have different editions of the textbook and therefore 
different chapter-headings, topics instead of chapter numbers are listed below. It 
would be ludicrous to fossilize the coverage of course material for each class period, 
especially in a university setting. The ensuring dates/topics are, therefore, only 
suggestive of our course progression, pending on objective/given situations.

<table>
<thead>
<tr>
<th>DATE</th>
<th>CONCEPTS, THEORIES, APPLICATIONS</th>
</tr>
</thead>
</table>

---
Aug.  26th  Introduction, usefulness of Microeconomics
Demand, change in demand, price elasticity of
demand, elasticities of demand and total
expenditures, supply, change in supply, elasticity
of supply, market equilibrium, price ceiling/floor,
surplus and shortage.

Sept.  2nd  Marginal utility, law of diminishing marginal
utility, the rational consumer, budget line,
budget allocation, indifference curve, marginal
rate of substitution, consumer equilibrium,
changes in consumer income, changes in relative
product-prices, price indices.

9th  Substitution effect, income effect, total effect,
normal good, inferior good, graphic measure of
price elasticity of demand, income elasticity of
demand, cross elasticity of demand, substitutes,
complements, Seller’s side of the market:
marginal revenue, graphic measure of marginal
revenue, relationship between marginal revenue
and elasticity of demand.

16th  Production, average/marginal/total product,
the production function, law of diminishing
returns, geometry of average/marginal/total
product, 3 stages of production.

23rd  Isoquant, marginal rate of technical substitutio
n(substitutability of inputs), optimal input
combination, cost, opportunity cost, social vs.
private costs, explicit vs. implicit costs, cost
minimization, returns to scale, changes in
technology, fixed/variable/average/marginal/total
cost.

30th  Geometry of cost functions, derivation of supply
function, short term equilibrium and profit
maximization.

Oct.  7th  Perfect competition, effect of an increase
or a decrease in market demand, long run
equilibrium, increasing/decreasing/constant cost
industries.

21st  Monopoly, causes of monopoly, demand
function faced by the monopolist, profit
maximization level of output, welfare loss,
relationship between price and output.

28th  Price discrimination, type II and III price
Discrimination, imperfect competition/markets,
Cournot/Chamberlain/Edgeworth models of
imperfect competition.
Microeconomics is that branch of social science which concerns itself with the
analysis of behavior of an individual decision making unit: the consumer, the
producer, the competitive firm, the monopolistic market, the oligopolistic or
imperfect market, the monopolistically competitive firms, the input user/market and
so forth. The text does leave much to be desired. For a better understanding of the
subject matter, please follow the order of concepts, theories and topical
relationships as listed above instead of rigidly adhering to the order of presentation
of the text. The key to mastering the course material is: read before class, class
attendance/participation, review class notes and do the handout exercises.

Microeconomics is that branch of social science which concerns itself with the
analysis of behavior of an individual decision making unit: the consumer, the producer, the
competitive firm, the monopolistic competitor, the oligopolist, the monopolist, the
input user and so forth. The text may be roughly divided into six parts for this course:

Parts one and two consist of chapters one through five (we omit ch. 6). First, the
students are induced to perceive the usefulness of microeconomics as a tool of analysis.
Then the behavior of an average consumer's budget restraints, it shows how a rational
decision maker should reach his/her choice of a market basket. When demands of all
consumers are aggregated, the market demand function is derived.

Part three of the text includes chapters seven and eight. It lays down the ground rules
for decision making in production processes. The physical aspects of production
basically consist of input-output-relationships, or the production function and the law
of diminishing returns. Economics is concerned with the "optimal" allocation of
scarce resources: 1, to produce as many units of desired product(s) with as few units
of input(s) as technically feasible; and, 2, to make the highest profit from given
investment outlays. Therefore, costs and economic returns are brought into the
picture. In light of input expenses and output prices, students are to the elementary
principles of how to allocate inputs to achieve a level and combination of outputs for
cost minimization and profit maximization.
Part four includes chapters nine through thirteen (we omit chs. 10 & 13). In this section are discussed the production/sale behavior of firms which find themselves in all possible market situations: purely competitive, purely monopolistic, monopolistically competitive, duopolistic and oligopolistic. Within these short chapters are compared the relative efficiency of resource use by all these types of firms in society. Also discussed in this section is the question of whether or not monopolistic behavior is compatible with social well being.

Part five consists of two chapters: fourteen and fifteen (we omit ch. 15). Its basic idea is similar to that of part three, except that it is input --instead of output-- markets that are being considered. Parallel to output markets, input markets such as labor and raw materials could be either 'perfectly competitive' (e.g. unskilled labor) or not so competitive (e.g. unionized labor). Given the input supply market structure, and therefore input prices, these two chapters analyze how the producer should employ the use of an input, or a combination of inputs, accordingly.

Chapter sixteen onwards makes up part six. These chapters pull all previous discussions into one general picture: input-production and output-exchange, and show how a general equilibrium state may be arrived at. The general equilibrium state shows how inputs are optimally utilized and outputs are satisfactorily exchanged. From this ideal production-exchange situation is then furthered the discussion of how social welfare may be maximized under resource constraints.
College of Business Administration  
MBA 5100-01: Legal Environment  
Winter Term 2 2014-15  
Wednesday, 6:40-9:10 p.m., CF 234  
*Hybrid course

COURSE SYLLABUS

<table>
<thead>
<tr>
<th>Instructor:</th>
<th>Evan Peterson, J.D., M.B.A., Lecturer, Department of Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office:</td>
<td>Faculty office (CF 215); UG Director office (CF 115)</td>
</tr>
<tr>
<td>Office Hours:</td>
<td>CF 215: MW (8-12, 1-4); R (9-12, 2-6); before and after class, by appointment</td>
</tr>
<tr>
<td>Telephone:</td>
<td>(248) 396-2161 (mobile)</td>
</tr>
<tr>
<td>Emergency:</td>
<td>Please call CF Welcome Center Office, CF 112, at 313-993-1200</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:petersea@udmercy.edu">petersea@udmercy.edu</a> (preferred method of contact)</td>
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Required Textbooks:

Supplemental Readings:
Supplemental readings may be periodically assigned, depending on relation to the course material, time of publication, etc. These materials may include legal documents, journal articles, book chapters and related materials from legal periodicals, law-related websites, newspapers and magazines.

Course Description and Goal:
This course reviews the immediate legal problems confronting business organizations in the contemporary world. Topics include: the formation of contracts, execution and defenses to contract claims, contract remedies and contract damages. Also considered are sales contracts that emphasize international sales. Special attention will be devoted to the employment contract with emphasis on early termination problems, sexual discrimination and harassment problems as these emerge via new interpretations of the law.

Course Objectives:
This course is not designed to turn you into an attorney or to make you an expert in the law. It is organized to introduce you to the problems that currently beset the business community, the origins of those problems, the consequences anticipated and what is in the forecast of the business world. The student should come to an understanding of the dangers to be encountered with such problems as changes in corporate structures, mergers and acquisitions, changes in employment responsibilities, civil rights considerations and violations, harassment problems, early buy-outs, forced retirements, etc. At the end of the course it is hoped that you will be familiar with not only the problems to be encountered in the business world, but the language and legal thinking surrounding these problems.

Global Considerations:
One cannot examine the law without also considering the fact that our legal system does not extend to other parts of the world. When we examine our legal system, and our procedural systems we must
realize that other countries do not have the same systems and procedures. As our business world assumes an international dimension we have to be cognizant of the fact that international business problems can’t always be resolved by American law and by American courts. Contracts formed by an American company with a foreign subsidiary might not be based on American laws. Tort responsibility has become an international problem. American companies are not free to manufacture and sell products abroad with tort immunity. Each area of the law, then, will be examined and attention will be drawn to the global aspects.

**Ethical Considerations:**
The law forms the basis of the rules by which we live. As such, while we might attempt to read the law and strictly interpret it, there is always an ethical aspect which surrounds it. For example, we may not always agree with the jury’s decision in a criminal case, but we must come to realize that the members of a jury are bound, ethically, to do the task assigned. They are not free to choose their own rules. Ethics forms the basis for tort law. Society is based on a set of norms regarding our responsibilities to others. If we violate these responsibilities we are disregarding our ethical responsibilities. In contracts there is an ethical responsibility which directs the formation of the contract and the execution of the contract. Ethics and the law, while seeming to be at opposite ends of a polar structure have a common denominator.

**MBA Themes and Components:**
This course and the material presented leads to the student to an awareness that their lives and careers are governed by rules some of which are exact and some of which demand individual resolution. It develops within the student an awareness of the complexity, which arises when legal issues have to be reconciled with ethical issues. It seeks to make the student cognizant of the fact that it is the individual’s responsibility to be aware of these rules. This addresses the first of the themes within the MBA program. The course also makes the student aware of the fact that the law, the legal responsibility and the business environment within the United States is no longer the sole or even the major determinant within business operations as those operations become internationalized. This addresses the second of the MBA themes.

The third and fourth themes – the organization creation and development and the emerging business challenges are considered as proprietorships, partnerships, joint ventures, limited liability companies and international variations of limited liability companies, corporations and the creation of conglomerates on an international scale are considered. The legal, social and ethical problems revealed not only solidify Themes 3 and 4 but help to relate these to Themes 1 and 2.

**UDM Mission Statement:**
The University of Detroit Mercy, a Catholic university in the Jesuit and Mercy traditions, exists to provide excellent student-centered undergraduate and graduate education in an urban context. A UDM education seeks to integrate the intellectual, spiritual, ethical, and social development of students.

**College of Business Administration Mission Statement:**
The College of Business Administration prepares diverse students to serve business organizations and society with competence, compassion and conscience. Rooted in the Jesuit and Mercy traditions, the College champions academic excellence and good character by encouraging intellectual, spiritual, ethical and social growth.
We achieve this mission by:

- Encouraging and expecting excellence from students, faculty, and staff in all we do;
- Encouraging students to develop knowledge, analytical and critical thinking, and skills to compete in a dynamic global business environment;
- Teaching student self-reflection, teamwork with diverse peoples, and responsible stewardship for the common good;
- Delivering quality teaching, research, and service to our University, our profession, and our community;
- Providing quality bachelor and master degree programs.

**Disability Support Services and Accommodations:**

It is very important for students to be proactive with regard to requesting disability accommodations. While it is never required that you disclose your disability to your professors, all students at UDM are encouraged to talk to their professors to discuss their concerns. Faculty cannot provide disability accommodations without official notification from the Disability Support Services office. If you need an accommodation because of a disability, if you have emergency medical information to share, or if you need special arrangements in case the building must be evacuated, please contact Emilie Wetherington as soon as possible to schedule an appointment (gallegem@udmercy.edu or (313) 578-0310). Disability Support Services is located in the Student Success Center, Room 319, on the 3rd Floor of the Library, McNichols Campus.

**Available Services:**

- Information on policies and hours for UDM’s academic computing labs is available at [http://it.udmercy.edu/academiclabs/index.htm](http://it.udmercy.edu/academiclabs/index.htm). Information regarding a large variety of student services, including computer labs, bookstores, public safety, and many other items, can be found in the Student Handbook. The Student Life Office website, [http://www.udmercy.edu/slo/links/index.htm](http://www.udmercy.edu/slo/links/index.htm), provides links to UDM’s new emergency alert system, health center, university ministry, academic services, calendar of events, personal counseling, and many other pages. Lots of other additional information for academics, athletics, course schedules, etc. can be reached through the university’s home page at [http://www.udmercy.edu](http://www.udmercy.edu). The College of Business Administration at times has a limited number of work study positions and graduate assistantship positions. Contact the Financial Aid Office for work study positions. Graduate students seeking assistantships should complete a form in the CF Student Welcome Center.

- The University of Detroit Mercy McNichols campus library contains a variety of reference materials and books related to management, ethics, and social responsibility. The university also subscribes to a number of database services including many full text services. You may access the library’s home page [http://research.udmercy.edu](http://research.udmercy.edu) or call 313-993-1070. Ms. Nancy Chesik is the reference librarian assigned to the College of Business Administration. You may reach her at chesiknk@udmercy.edu or 313 993-1221 at the McNichols Campus Library. Resources for Management are found online at [http://research.udmercy.edu/find/by_discipline/index.php?discipline_id=40](http://research.udmercy.edu/find/by_discipline/index.php?discipline_id=40)

Information on policies and hours for UDM’s academic computing labs is available at [http://it.udmercy.edu/academiclabs/index.htm](http://it.udmercy.edu/academiclabs/index.htm).

Information regarding a large variety of student services, including computer labs, bookstores, public safety, and many other items, can be found in the Student Handbook, which is available at the College’s welcome center.
The Student Life Office website, http://www.udmercy.edu/slo/links/index.htm, provides links to UDM's emergency alert system, health center, university ministry, academic services, calendar of events, personal counseling, and many other pages.

Additional information can be reached through the university's home page at http://www.udmercy.edu.

The College of Business Administration at times has a limited number of work study positions and graduate assistantship positions. Contact the Financial Aid Office for work study positions. Graduate students seeking assistantships should complete a form in the CF Student Welcome Center.

**Academic Integrity** (Statement from the Graduate Catalog):
As members of the academic community engaged in the pursuit of truth and with a special concern for values, students must conform to a high standard of honesty and integrity in their academic work. Instances where academic misconduct occurs include, but are not limited to, falsification or misrepresentation of material used in the admission process, presenting the work of others as one's own, theft, plagiarism and cheating. These actions pose a threat to the academic integrity of the University and its mission and will be treated accordingly. Academic misconduct is subject to disciplinary sanctions. These sanctions include, but are not limited to, reprimand, probation, suspension and dismissal. Students are required to familiarize themselves with the specific protocols of their school or college, available in each respective dean's office or college/school Academic Policy Handbook. Students also have the responsibility to consult the University of Detroit Mercy Student Handbook for further information on other academic policies and University procedures.

**Class Policies:**
- *Syllabus and course policies subject to change at discretion of instructor.*
- Laptop usage is permitted for the first two class sessions only (unless otherwise instructed).
- All University of Detroit Mercy policies and procedures apply.
- Make-up examinations will be subject to a deduction of 10 points (one full letter grade) and will be arranged only if your reason is substantiated with valid proof of unforeseen circumstances.
- Penalty for copying homework is 100% of the total available points (both parties).
- **Penalty for any late assignment is 10% for the first 24 hours and 20% for each 24 hour period thereafter.**
- Incompletes are given only in special cases.
- I expect you to follow the standards of academic integrity as portrayed on the CBA website at http://business.udmercy.edu/about/mission/Academic%20Integrity%20Policy.pdf
- It is expected that you will be in class on time and will be prepared for that day’s material. Lectures will include additional material not present in the textbook, so class attendance is very important.
- Material from the reading assignments may be on examinations even if it is not specifically noted in class. Extra reading materials relevant to the course material may be assigned.
- If you are experiencing an unforeseen personal situation that makes it difficult for you to complete adequately your work in this course, please speak with me.
Grading:
See chart below for how points are earned. Letter grades are awarded in the following way:

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<thead>
<tr>
<th></th>
<th>A</th>
<th>A-</th>
<th>B+</th>
<th>B</th>
<th>B-</th>
<th>C+</th>
<th>C</th>
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<td>Points</td>
<td>100</td>
<td>94-90</td>
<td>89-87</td>
<td>86-83</td>
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<td>79-77</td>
<td>76-73</td>
<td>72-70</td>
<td>69-66</td>
<td>65-0</td>
</tr>
</tbody>
</table>

The final grade will be based on the following specifications:

**Task** | **Points Possible**
--- | ---
Discussion Board (7) | 140
Weekly Assignments (2) | 40
Quizzes (2) | 150
Law-in-Practice Exercises (3) | 120
Legal Research Memorandum | 100
Final Presentation | 50
Classwork/Participation | 50

**Total Points** | **500**

**Discussion Board: (140 points)**
As reflected in the schedule below, discussion board questions will be assigned periodically throughout the semester. At MINIMUM, one response is required for each Discussion Board Question. Your response must be substantive, articulate, and take a definitive position on the issue. One line responses, or responses that are a blatant copy of another student’s post, will not receive credit. *This required response must be posted by 10:00 p.m. on the date due.* Discussion Board responses submitted by email will **NOT** be accepted.

**Weekly Assignments: (40 points)**
The specific assignment for each date is described in the attached schedule. All assignments must be at least **two pages, double-spaced, 12 point font**, and follow accepted conventions of grammar, punctuation, and spelling. Points will be deducted for noncompliance. *Late WAs will be awarded no more than 10 points.* Weekly assignments are meant to stimulate thought and reflection, and so there is not usually one correct response. Each WA is due at the start of class on the assigned day. Please **do NOT email** your Weekly Assignments unless you will be absent from that day’s class. Instead, please **bring a printed copy for use in class discussion.**

**Quizzes: (150 points)**
There will be a total of three quizzes covering selected chapters throughout the semester. Each quiz will take place at the start of class on the assigned day. Each quiz will consist of a combination of MC, TF, and short answer.

**Classwork/participation: (50 points)**
The law is rarely clear cut in any situation. As such, class attendance and participation is an important component of learning the material. Constant, active participation in class discussions is necessary to achieve full participation points. If you miss class, you will not receive the attendance/participation points allocated for that class period. *If you are consistently late or absent, I reserve the right to*
downgrade your final course grade.

Law-in-Practice Exercises: (120 points)
Instructions for the two law-in-practice assignments will be distributed separately prior to the assigned due dates. Each exercise will include an individual (at-home) and a group component (in-class). You MUST be present in class to receive credit for the group component of these assignments.

Legal Research Memorandum: (100 points)
Each student must submit his/her preferred topic in writing for approval in class on 1/28. After receiving instructor approval and feedback, each student must draft a one-page paper outline. The outline for the research paper is due at the beginning of class on 3/11. The completed research paper is due on 4/15. Late submission of a topic statement or outline will result in a point deduction from your final paper in accordance with the class lateness policy.

Objectives:

Through the completion of this assignment, students will be able to:
• Use reference sources to gather information on legal concepts relevant to business law.
• Apply legal concepts and business sense to real-life business law scenarios.

Instructions:

Assume a CEO has asked you to prepare a research memorandum to assist in addressing a legal crisis currently affecting a Fortune 500 company of your choosing. You must choose an actual real-world event that is current within the last year. Please see the chart below for specific assignment requirements. Minimum Length: 7 pages. Your legal research paper is due on 4/15.

<table>
<thead>
<tr>
<th>Requirements</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOPIC/OUTLINE SUBMISSIONS</td>
<td></td>
</tr>
<tr>
<td>1. Topic – Due 1/28 (a short paragraph is sufficient)</td>
<td>5</td>
</tr>
<tr>
<td>2. Outline – Due 3/11 (must demonstrate evidence that you have started your research)</td>
<td>15</td>
</tr>
<tr>
<td>EXECUTIVE SUMMARY</td>
<td></td>
</tr>
<tr>
<td>3. Include a one page Executive Summary at the beginning of your research memorandum. The goal of the summary is to highlight the important points from each section of your memo.</td>
<td>5</td>
</tr>
<tr>
<td>BACKGROUND/ANALYSIS</td>
<td></td>
</tr>
<tr>
<td>4. Business Description: What is your chosen company? What is the company’s organizational structure? What are its chief industries? In what state/country is the company headquartered? In how many countries does the company operate? Minimum 1 page (support with documentation)</td>
<td>10</td>
</tr>
<tr>
<td>5. Legal Analysis: What is the legal issue or crisis affecting the company? What areas of law are implicated (ex. product liability, privacy, etc.)? What major federal laws are involved? What key facts will affect the application of the law to your chosen issue? Is there an active compliance and ethics program in place? What are the future legal implications that could result from this issue? Minimum 1 page (support with documentation)</td>
<td>15</td>
</tr>
<tr>
<td>6. Ethical Analysis: What are the major ethical concerns associated with your chosen issue? Is your issue affected by the inconsistency between law and ethics? What stakeholders are affected by this issue? Has the company developed or modified a social responsibility policy, code of ethics, or media campaign to address this issue? Minimum 1 page (support with documentation)</td>
<td>10</td>
</tr>
<tr>
<td>7. Strategic/Marketing Analysis: How has this issue affected the company? Were changes made at the local, regional, or global level? Has the issue it lead to bad publicity, a decline in share prices, or increase in litigation? Did the issue result in governmental investigations? Minimum 1 page (support with documentation)</td>
<td>10</td>
</tr>
</tbody>
</table>
**ALTERNATIVES/SOLUTION**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>8. From a business planning perspective, identify three potential solutions that will help prevent the legal crisis from occurring again in the future. Alternatives must be specific, measurable, and attainable. Which alternative do you believe will most effectively address the legal issue? From a litigation perspective, should the company respond with fight or flight?</td>
<td>Minimum 1 page</td>
</tr>
</tbody>
</table>

**IMPLEMENTATION**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>9. What steps must be taken to implement your solution? Do you expect any resistance from upper management, lower level employees, or company shareholders? What steps should be taken to mitigate this resistance? What time frame do you place on implementing your solution? How will you measure success?</td>
<td>Minimum 1 page</td>
</tr>
</tbody>
</table>

**CITATIONS/REFERENCES**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>10. Please include citations and a reference page. Each paper must include at least ten primary sources (such as company documents, articles from peer-reviewed journals, court opinions, or legal statutes). You may use any recognized citation format (APA, MLA, etc.) Remember, if you use someone’s words or ideas, you must cite them directly in your memo. Violation of American academic norms regarding plagiarism will result in a zero on this assignment.</td>
<td></td>
</tr>
</tbody>
</table>

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**Suggested Resources for Legal Research Project:**

http://www.uscourts.gov/CourtRecords.aspx  
http://guides.library.cornell.edu/onlinelegalresources  
http://guides.library.harvard.edu/friendly.php?s=free

**Resources available at McNichols campus library:**

**Journals and Newsletters**

*University of Detroit Mercy Law Review*  
*Business Law Daily*  
*Business Law International*  
*Business Law Today*  
*Business Law Report*  
*Business Lawyer*

**Books**

*Supreme Court Reporter*  
*Michigan Rules of Evidence*  
*Michigan Court Rules*  
*Michigan Criminal Law and Procedure*  
*Michigan Administrative Code*  
*Michigan Law and Practice Encyclopedia*
Final Presentation on Legal Research Memorandum: (50 points)
Each student is responsible for a 15 – 20 minute presentation on the legal research project. The purpose of the presentation is to highlight the major points contained in the executive summary. Your presentation should be analytical, interesting, and informative. Presentation Scoring will be based on the following elements. The presentation is due on 4/22.

<table>
<thead>
<tr>
<th>Description</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe the company and legal crisis at issue.</td>
<td>5</td>
</tr>
<tr>
<td>Highlight any important points from the legal, ethical, marketing, and strategic analysis sections that you feel are critical for understanding this issue.</td>
<td>20</td>
</tr>
<tr>
<td>Briefly discuss your alternatives and chosen solution.</td>
<td>15</td>
</tr>
<tr>
<td>Include excellent visual aids such as slides, photographs, charts, and video.</td>
<td>5</td>
</tr>
<tr>
<td>Speak clearly, at a good pace, and with expression.</td>
<td>5</td>
</tr>
<tr>
<td>Present in a well-organized manner with evidence of planning and rehearsal.</td>
<td>5</td>
</tr>
<tr>
<td>Use effective gestures and body language to enhance presentation. Do not use distracting gestures, such as shifting back and forth or reading from the screen on the wall.</td>
<td>5</td>
</tr>
<tr>
<td>TOTAL</td>
<td>60</td>
</tr>
</tbody>
</table>

Blackboard: [https://knowledge.udmercy.edu/](https://knowledge.udmercy.edu/)
The course is listed as MBA 5100: Legal Environment. The complete syllabus, schedule, and other course materials are available online. I will use BB to contact you by email, list any changes to the syllabus or schedule, and post grades. You may also use Blackboard to communicate with classmates. Please be sure that the email address that you enter in Blackboard is accurate, current, and available. It is your responsibility to check Blackboard on a regular basis.

NOTE ON THE COURSE SCHEDULE:
In the unlikely case of an unexpected event (school closing, bad weather, instructor emergency, etc.) where a previously scheduled class session must be cancelled, I reserve the right to convert that day’s lecture to an online format. For an online format class session, I will record an audio lecture and upload it to Blackboard using PowerPoint. You will be notified of any such events through Blackboard, with every effort made to give you as much advanced notice as possible. Please view the “Sample Audio Lecture” PowerPoint presentation on BB to test system compatibility.

I encourage you to sign up for the Remind one-way text messaging system. You may opt-in by texting “@f153e1” to 313-769-4214. You are free to opt-out at any time. See the “REMIND Instructions – Legal Environment” Handout on BB for additional instructions.
<table>
<thead>
<tr>
<th>Date/Topic</th>
<th>Preparation</th>
<th>In-Class Activities</th>
<th>Assignment(s) Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/7</td>
<td>Welcome!</td>
<td>Review syllabus</td>
<td></td>
</tr>
<tr>
<td>Law and CSR</td>
<td>Read Ch. 2 on Ethics and Social Responsibility of Business</td>
<td>Introductions/ course overview</td>
<td></td>
</tr>
<tr>
<td>(Meet Face-to-Face)</td>
<td></td>
<td>Lecture, discussion on Ch. 2</td>
<td></td>
</tr>
<tr>
<td>1/14</td>
<td>Read Ch. 6 on Torts and Strict Liability</td>
<td>Lecture, discussion on Ch. 6</td>
<td></td>
</tr>
<tr>
<td>Tort Law</td>
<td></td>
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<tr>
<td>(Meet Face-to-Face)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1/21</td>
<td>Read Ch. 7 on Criminal Law and Cyber Crimes</td>
<td>Virtual lecture on Ch. 7</td>
<td>DB 1 Due Today – “Is Home Depot Shaking Down Customers?” Response due by 10:00 p.m.</td>
</tr>
<tr>
<td>Criminal Law</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Virtual Class)</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>1/28</td>
<td>Read Ch. 8 on Intellectual Property and Cyber Piracy</td>
<td>Lecture, discussion on Ch. 8</td>
<td>Legal Research Memorandum Topic Due by Today</td>
</tr>
<tr>
<td>Intellectual Property</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Meet Face-to-Face)</td>
<td>WA 1 – Read “Starbucks Cease and Desist”</td>
<td>Law-in-Practice Exercise #1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Review Law-in-Practice #1 materials on BB prior to class</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2/4</td>
<td>Read Ch. 9 on Formation of Traditional and E-Contracts</td>
<td>Virtual lecture on Ch. 9</td>
<td>DB 2 Due Today – “Contracts Application Problems”</td>
</tr>
<tr>
<td>Contracts</td>
<td>Read Ch. 1 in Bradlow &amp; Finkelstein</td>
<td></td>
<td>Response due by 10:00 p.m.</td>
</tr>
<tr>
<td>(Virtual Class)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>2/11</td>
<td>QUIZ 1 – Covering Ch. ___</td>
<td>QUIZ 1 – Covering Ch. ___</td>
<td>QUIZ 1 – Covering Ch. ___</td>
</tr>
<tr>
<td>(Meet Face-to-Face)</td>
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<tr>
<td>2/18</td>
<td>Read Ch. 11 on E-Commerce and</td>
<td>Virtual lecture on Ch. 11</td>
<td>DB 3 Due Today – “Contracts Application Problems”</td>
</tr>
<tr>
<td></td>
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</tr>
<tr>
<td>Date</td>
<td>Activity</td>
<td>Reading Material</td>
<td>Assignments</td>
</tr>
<tr>
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<td>--------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>2/25</td>
<td>Contracts (Virtual Class)</td>
<td>Read Ch. 11 on E-Commerce and Digital Law</td>
<td>Virtual lecture on Ch. 11</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Read Ch. 4. In Bradlow &amp; Finkelstein</td>
<td>Response due by 10:00 p.m.</td>
</tr>
<tr>
<td>3/2 – 3/7</td>
<td>NO CLASS</td>
<td></td>
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</tr>
<tr>
<td>3/11</td>
<td>Consumer Protection (Meet Face-to-Face)</td>
<td>Read Ch. 23 on Consumer Protection</td>
<td>Lecture, discussion on Ch. 23</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Review Law-in-Practice #2 materials on BB prior to class</td>
<td>Law-in-Practice Exercise #2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>WA 2 – Read “A Cheesy Advertisement”</td>
<td>Legal Research Memorandum Outline Due by Today</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>WA 2 Due Today – Read “A Cheesy Advertisement” and write a short response paper identifying all claims (warranties) made in the ad. Bring copy for class discussion.</td>
</tr>
<tr>
<td>3/18</td>
<td>(Virtual Class)</td>
<td>Read Ch. 16 on Corporations and the Sarbanes-Oxley Act</td>
<td>Virtual lecture on Ch. 16</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Read Ch. 5 in Bradlow &amp; Finkelstein (skip parts B and F)</td>
<td>DB 5 Due Today – “JP Morgan Chase” Response due by 10:00 p.m.</td>
</tr>
<tr>
<td>3/25</td>
<td>Corporate Law (Meet Face-to-Face)</td>
<td>QUIZ 2</td>
<td>QUIZ 2</td>
</tr>
<tr>
<td>4/1</td>
<td>Securities Law (Virtual Class)</td>
<td>Read Ch. 17 on Investor Protection, E-Securities, and Wall Street Reform</td>
<td>Virtual lecture on Ch. 17</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Read Ch. 6 and pgs. 113-116 in</td>
<td>DB 6 Due Today – “JP Morgan Chase” Response due by 10:00 p.m.</td>
</tr>
<tr>
<td>Date</td>
<td>Event</td>
<td>Reading/Assignments</td>
<td>Lecture/Activity</td>
</tr>
<tr>
<td>--------</td>
<td>----------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>4/8</td>
<td>Employment Law (Virtual Class)</td>
<td>Read Ch. 19 on Equal Opportunity Employment Law&lt;br&gt;Read Ch. 20 on Employment Law and Worker Protection&lt;br&gt;Read Ch. 26 on International and World Trade Law&lt;br&gt;Read Ch. 8 in Bradlow &amp; Finkelstein&lt;br&gt;Respond to DB 7 by 10:00 p.m.</td>
<td>Lecture, discussion on Ch. 19, 20</td>
</tr>
<tr>
<td>4/15</td>
<td>Negotiation Simulation (Meet Face-to-Face)</td>
<td>Review Law-in-Practice #3 materials on BB prior to class</td>
<td><strong>Law-in-Practice Exercise #3</strong></td>
</tr>
<tr>
<td>4/22</td>
<td>Legal Research Project/Presentation (Meet Face-to-Face)</td>
<td><strong>FINAL EXAM PERIOD</strong></td>
<td>Legal Research Presentations</td>
</tr>
</tbody>
</table>
MBA 5120 – Section 01
Statistical Analysis for Decision-Making
Course Syllabus

Term: Term I, 2014
Room: CF 228

Instructor: Dr. Gregory W. Ulferts
Office: CF 143
Professor, Decision and Information Sciences

Telephone: (Office) 313-993-1219
E-mail address: ulfertgw@udmercy.edu

Campus Mail: Clerical Office – Commerce & Finance, 1st Floor

Emergency: Please call the CF Welcome Center Office, CF 112, at 313-993-1200

Office Hours: By appointment, by phone, or by email.
3:00-5:00 p.m. on Tuesdays and Wednesdays before on-ground classes.

Text: Statistics for Business & Economics, Revised, 12th Edition
By David R. Anderson, Dennis J. Sweeney, Thomas A. Williams, Jeffrey D. Camm, James J. Cochran
Publisher: Cengage Learning

Supplementary materials: Will be provided by instructor – see Blackboard for supplements.

Course Prerequisite: None

Course Credit Hours: 3 credits

Course Description and Goal:

This course addresses the ever-increasing availability and use of quantitative data in decision making. The central concept of uncertainty and risk and the relationship between business decisions and games of chance are discussed. Sample data analysis is followed by probability theory and models and functions of random variables, culminating in inferences from data.

The goal of the course is to introduce students to the process of decision making and familiarize them with important use of statistics.

Course Objectives:

Upon completion of this class, students should have gained an understanding of:

- Data and Statistics
- Descriptive Statistics
- Discrete and Continuous Probability Distributions
• Sampling and Sampling Distributions
• Inferential Statistics
• Regression and Correlation
• Index Numbers
• Forecasting
• Nonparametric Methods
• Quality Control Methods

Technology:

Students are expected to be able to use the following software: word processing, powerpoint, spreadsheets, database, communication and research. Students will need access to hardware and software for Blackboard.

Course web site address:  www.knowledge.udmercy.edu
www.cengage.com

Course Requirements:

This course is a hybrid class: See Weekly Schedule of Activities. This course does not have a lab.

This course is taught by the lecture and problem solving methods using a team format. This requires that students assume responsibility for the learning environment while the faculty member provides the needed framework for learning. As such students need to

➤ prepare: reading text and cases
➤ actively participate in all sessions
➤ work individually and in teams on assignments
➤ complete all assignments by their due dates

Evaluation and Policies:

Individual on-line weekly quizzes  240  40.0%
Individual weekly assignments  300  50.0%
Individual participation, as well as knowledge attainment demonstrated  60  10.0%
600  Total Points

All University of Detroit Mercy policies and procedures apply. Students are expected to complete and submit all assignments within prescribed limits and on time. Failure to do so will result in an automatic 25% deduction on the assignment involved. In an emergency, an excused absence will be given provided there is immediate notification of the situation. No incompletes will be given. Students are to review the Academic Integrity Policies of the Graduate Catalog.

Academic Integrity Policy:

Please review policy:  http://business.udmercy.edu/about/mission/Academic%20Integrity%20Policy.pdf
Grading Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95% or more</td>
</tr>
<tr>
<td>A-</td>
<td>90-94%</td>
</tr>
<tr>
<td>B</td>
<td>83-86%</td>
</tr>
<tr>
<td>B-</td>
<td>79-82%</td>
</tr>
<tr>
<td>C</td>
<td>70-73%</td>
</tr>
<tr>
<td>C+</td>
<td>74-78%</td>
</tr>
<tr>
<td>D</td>
<td>61-69%</td>
</tr>
<tr>
<td>E</td>
<td>60% or below</td>
</tr>
<tr>
<td>B+</td>
<td>87-89%</td>
</tr>
<tr>
<td>E+</td>
<td>90-94%</td>
</tr>
</tbody>
</table>

Important Dates:

- **August 30-September 1, 2014**: Labor Day Holiday (Univ. Closed)
- **September 1, 2014**: Last Day to Delete a Class without a "W"
- **November 17, 2014**: Last Day to Withdraw
- **November 26-30, 2014**: Thanksgiving (No Classes)
- **December 9-13, 2014**: Final Exam Week

**NOTE**: It is the student’s responsibility to be aware of the University’s deadline dates for deleting or withdrawing from the course.

UDM Mission Statement

The University of Detroit Mercy, a Catholic university in the Jesuit and Mercy traditions, exists to provide excellent student-centered undergraduate and graduate education in an urban context. A UDM education seeks to integrate the intellectual, spiritual, ethical, and social development of students.

College of Business Administration Mission Statement

The College of Business Administration prepares diverse students to serve business organizations and society with competence, compassion and conscience. Rooted in the Jesuit and Mercy traditions, the College champions academic excellence and good character by encouraging intellectual, spiritual, ethical and social growth.

We achieve this mission by:

- Encouraging and expecting excellence from students, faculty, and staff in all we do;
- Encouraging Helping students to develop knowledge, analytical and critical thinking, and skills to compete in a dynamic global business environment;
- Teaching student self-reflection, teamwork with diverse peoples, and responsible stewardship for the common good;
- Delivering quality teaching, research, and service to our University, our profession, and our community;
- Providing quality bachelor and master degree programs.

Special Needs, Students with Disabilities

It is very important for students to be proactive with regard to requesting disability accommodations. While it is never required that you disclose your disability to your professors, all students at UDM are encouraged to talk to their professors to discuss their concerns. Faculty cannot provide disability accommodations without official notification from the Disability Support Services office. If you need an accommodation because of a disability, if you have emergency medical information to share, or if you need special arrangements in case the building must be evacuated, please contact Emilie Wetherington as soon as possible to schedule an appointment (gallegem@udmercy.edu) or (313) 578-0310). Disability Support Services is located in the Student Success Center, Room 319, 3rd Floor of the Library, McNichols Campus.
**WEEKLY SCHEDULE OF ACTIVITIES**  
(This is a tentative schedule and it may be subject to change)

<table>
<thead>
<tr>
<th>Dates</th>
<th>Modules</th>
<th>Topics / Readings</th>
<th>Quizzes and Assignments Due on Sundays by 11:30 p.m.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prior to the Start of term</td>
<td>Module 0</td>
<td>Course Orientation</td>
<td>No assignment is due</td>
</tr>
<tr>
<td></td>
<td>(Preparation)</td>
<td>Course Outcomes</td>
<td>Review All Materials</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Wimba Basics</td>
<td>Practice on Excel</td>
</tr>
<tr>
<td>Week of Aug 25 – Aug 31</td>
<td>Module 1</td>
<td>Chapter 1: Data and Statistics</td>
<td><strong>Assignment 1:</strong> #5, p.23; #9, p. 24; #15, p. 26</td>
</tr>
<tr>
<td>(On-ground)</td>
<td></td>
<td>Chapter 2: Descriptive Statistics:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Tabular and Graphical Displays</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Chapter 3: Descriptive Statistics:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Numerical Measures</td>
<td></td>
</tr>
<tr>
<td>Week of Sept 1 – Sept 7</td>
<td>Module 2</td>
<td>Chapter 4: Introduction to Probability</td>
<td><strong>Assignment 2:</strong> #31, p. 61; #49, p.81; #57, p. 84</td>
</tr>
<tr>
<td>(On-ground)</td>
<td></td>
<td>Chapter 5: Discrete Probability</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>Distributions</td>
<td></td>
</tr>
<tr>
<td>Week of Sept 8 – Sept 14</td>
<td>Module 3</td>
<td>Chapter 6: Continuous Probability</td>
<td><strong>Assignment 3:</strong> #29, p. 122; #41, p. 129; #62, p. 152</td>
</tr>
<tr>
<td>(On-line)</td>
<td></td>
<td>Distributions</td>
<td></td>
</tr>
<tr>
<td>Week of Sept 15 – Sept 21</td>
<td>Module 4</td>
<td>Chapter 7: Sampling and Sampling</td>
<td><strong>Assignment 4:</strong> #21, p. 185; #35, p. 198; #49, p. 208</td>
</tr>
<tr>
<td>(On-line)</td>
<td></td>
<td>Sampling Distributions</td>
<td></td>
</tr>
<tr>
<td>Week of Sept 22 – Sept 28</td>
<td>Module 5</td>
<td>Chapter 8: Interval Estimation</td>
<td><strong>Assignment 5:</strong> #21, p. 228; #37, p. 248; #49, p. 253</td>
</tr>
<tr>
<td>(On-line)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week of Sept 29 – Oct 5</td>
<td>Module 6</td>
<td>Chapter 9: Hypothesis Tests</td>
<td><strong>Assignment 6:</strong> #5, p. 271; #9, p. 281; #37, p. 290</td>
</tr>
<tr>
<td>(On-line)</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Week of Oct 6 – Oct 12</td>
<td>Module 7</td>
<td>Chapter 10: Inferences About Means and</td>
<td><strong>Assignment 7:</strong> #15, p. 309; #29, p. 322; #37, p. 327</td>
</tr>
<tr>
<td>(On-line)</td>
<td></td>
<td>Proportions with Two Populations</td>
<td></td>
</tr>
<tr>
<td>Week of Oct 13 – Oct 19</td>
<td>Module 8</td>
<td>Chapter 11: Inferences About Population</td>
<td><strong>Assignment 8:</strong> #19, p. 358; #41, p. 367; #53, p. 371</td>
</tr>
<tr>
<td>(On-line)</td>
<td></td>
<td>Variances</td>
<td></td>
</tr>
<tr>
<td>Week of Oct 20 – Oct 26</td>
<td>Module 9</td>
<td>Chapter 12: Comparing Multiple Proportions, Test of Independence and Goodness of Fit</td>
<td><strong>Assignment 9:</strong> #17, p. 403; #31, p. 410; #51, p. 421</td>
</tr>
<tr>
<td>(On-ground)</td>
<td></td>
<td>Chapter 13: Experimental Design and</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Analysis of Variance</td>
<td></td>
</tr>
<tr>
<td>Week of Oct 27 – Nov 2</td>
<td>Module 10</td>
<td>Chapter 14: Simple Linear Regression</td>
<td><strong>Assignment 10:</strong> #5, p. 448; #15, p. 457; #33, p. 469</td>
</tr>
<tr>
<td>(On-line)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Week of Nov 3 – Nov 9</td>
<td>Module 11</td>
<td>Chapter 15: Multiple Linear Regression</td>
<td><strong>Assignment 11:</strong> #7, p. 492; #27, p. 502; #31, p. 503</td>
</tr>
<tr>
<td>(On-line)</td>
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</tbody>
</table>

MBA 5120  Term I, 2014  G. Ulferts
<table>
<thead>
<tr>
<th>Week of Nov 10 – Nov 16 (On-line)</th>
<th>Module 12</th>
<th>Chapter 15: Multiple Regression</th>
<th>Assignment 15: #1, p. 689; #21, p. 704; #36, p. 715</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week of Nov 24 – Nov 30 (On-line)</td>
<td>Module 14</td>
<td>Chapter 18: Nonparametric Methods</td>
<td>Assignment 18: #7, p. 879; #20, p. 893; #39, p. 907</td>
</tr>
<tr>
<td>Week of Dec 1 – Dec 7 (On-ground)</td>
<td>Module 15</td>
<td>Chapter 19: Statistical Methods for Quality Control</td>
<td>Assignment 19: #9, p. 935; #13, p. 944; #17, p. 947</td>
</tr>
<tr>
<td>Dec 10 (7:30-9:20 pm) (On-ground)</td>
<td>Module 16</td>
<td>Chapter 20: Index Numbers</td>
<td>Assignment 20: #5, p. 956; #12, p. 964; #17, p. 968</td>
</tr>
</tbody>
</table>
UNIVERSITY OF DETROIT MERCY
College of Business Administration

Foundations of Management – 10047 - 01 MBA 5140 – 01 3.0 Credit Hours
Fall Term I 2014-2015

Prerequisites: Completion of the MBA Core
Meeting Day, Time and Place:
Mondays from 6:40-9:10 PM Room C & F 228 Day One = August 25, 2014

Instructor Information:
Instructor: Dr. Thomas Mawhinney, Ph.D.
Office: C & F Room 217
Office Hours: Class meeting days 4:00 to 6:00 p.m. & by appointment at other times
Phone (text enabled cell): 313 205-7590
Email: Thomas.Mawhinney@udmercy.edu

College of Business Information:
Emergency Phone: 313 993-1200 Ask for Wendy
FAX (U of D, running most of the time): 313 993-1673

UD Mercy Bookstore Textbook Information & Online Purchase Options
Follow either link below, first is bookstore “in general” second is for our specific text book:

CAUTION and ADVICE: DO NOT use an “international edition” of this text book or any other edition unless it is THIS text in paperback or electronic format. The campus bookstore will have the exact text we will use in class. There is a good chance that if you use a different edition, e.g., international edition, it will differ in some important ways from the text described above.

Please use the following:

Title: Organizations: Behavior, Structure, Processes Fourteenth Edition
Authors: James L. Gibson, John M. Ivancevich, James H. Donnelly, Jr., Robert Konopaske
Publisher: Published by McGraw-Hill, Copyright © 2012
ISBN 978-0-07- 811266 -9 (soft cover : alk. or hard cover, whichever you like if available)

REVISED July 26, 2013 Disability Support Services and Accommodations Information
Disability Support Services and Accommodations: It is very important for students to be proactive with regard to requesting disability accommodations. While it is never required that you disclose your disability to your professors, all students at UDM are encouraged to talk to their professors to discuss their concerns. Faculty cannot provide disability accommodations without official notification from the Disability Support Services office. If you need an accommodation because of a disability, if you have emergency medical information to share, or if you need special arrangements in case the building must be evacuated, please contact Emilie Wetherington as soon as possible to schedule an appointment (gallegem@udmercy.edu or (313) 578-0310). Disability Support Services is located in the Student Success Center, Room 319, on the 3rd Floor of the Library, McNichols Campus.

Academic Support: UAS provides support services to students qualifying under the Americans with Disabilities Act, including but not limited to test proctoring, note-taking, and adaptive technologies. Students requesting academic support services under the ADA must provide documentation from a qualified clinician to the Director of UAS. Call (313) 578-0310 for more information. (Source: Unpublished Base Syllabus) If you have and/or want to claim a disability status you should see me IMMEDIATELY AFTER CLASS OR SOONER VIA Email.

Other Available support services: Information on policies and hours for UDM's academic computing labs is available at http://it.udmercy.edu/academiclabs/index.htm. Information regarding a large variety of student services, including computer labs, bookstores, public safety, and many other items, can be found in the Student Handbook. The Student Life Office website, http://www.udmercy.edu/slo/links/index.htm, provides links to UDM's new emergency alert system, health center, university ministry, academic services, calendar of events, personal counseling, and many other pages. Lots of other additional information for academics, athletics, course schedules, etc. can be reached through the university's home page at http://www.udmercy.edu/.
This course addresses concepts of organizational design and organizational behavior within the context of contingency theory. Organizational design focuses on the basic types of structures of the formal organization, as well as the key processes required for those structures to function. Organizational behavior focuses on activities of the manager, behaviors traceable to the informal organization, and to motivational needs of the organization’s membership. (Please note that this course will become a three credit hour course effective Term I, 2011-12.)

**Course Objectives:** This course is designed to familiarize students with terms, concepts and processes that permit them to understand and effect changes in the following: Interactions among organizational members’ behavioral processes and organizational structures and processes that determine (in part) efficiency and effectiveness of performances at the level of individuals, groups and, ultimately, the organization as a whole.

**Academic and Integrity Statement**
This course is subject to the policies and guidelines of the College of Business Administration’s Academic and Integrity Statement which can be found at [http://business.udmercy.edu/about/mission/Academic%20Integrity%20Policy.pdf](http://business.udmercy.edu/about/mission/Academic%20Integrity%20Policy.pdf).

**Mission Statement of the College of Business Administration:** The College of Business Administration prepares diverse students to serve business organizations and society with competence, compassion and conscience. Rooted in the Jesuit and Mercy traditions, the College champions academic excellence and good character by encouraging intellectual, spiritual, ethical and social growth. We achieve this mission by:
- Encouraging and expecting excellence from students, faculty, and staff in all we do;
- Helping students to develop knowledge, analytical and critical thinking, and skills to compete in a dynamic global business environment;
- Teaching students self-reflection, teamwork with diverse peoples, and responsible stewardship for the common good;
- Delivering quality teaching, research, and service to our University, our profession, and our community;
- Providing quality bachelor and master degree programs.

**Disability support services**
- Eligibility, registration, & contact [http://www.udmercy.edu/uas/disability-support/index.htm](http://www.udmercy.edu/uas/disability-support/index.htm)
- Available support services (computer center, graduate assistant availability)
  Computer labs [http://it.udmercy.edu/Students/academiclabslocation.htm](http://it.udmercy.edu/Students/academiclabslocation.htm) 313-993-1500
- Library directory and hours [http://research.udmercy.edu/about/](http://research.udmercy.edu/about/)
- Catalog [http://www.udmercy.edu/catalog](http://www.udmercy.edu/catalog)
- UDM Health center [http://www.udmercy.edu/slo/intra_wellness/healthcenter/index.htm](http://www.udmercy.edu/slo/intra_wellness/healthcenter/index.htm)
- Personal counseling [http://www.udmercy.edu/slo/intra_wellness/counseling/](http://www.udmercy.edu/slo/intra_wellness/counseling/)
- University ministry [http://www.udmercy.edu/ministry/](http://www.udmercy.edu/ministry/)
- Career education center [http://www.udmercy.edu/cec/](http://www.udmercy.edu/cec/)
- Academic support for course, if any
  Instructional Design Studio (for Blackboard questions) [http://research.udmercy.edu/ids/](http://research.udmercy.edu/ids/) Library 3rd floor
- College of Engineering & Science, College of Business Administration – Course Evaluations will run from Monday, December 2, 2013 to Sunday December 8, 2013
  The course evaluation site is [https://www.udmercy.edu/evaluate/](https://www.udmercy.edu/evaluate/)

**HELP FROM LIBRARIANS SPECIALIZED IN BUSINESS/MANAGEMENT TOPICS**
A list of help sources begins on the first page after the course calendar of meeting dates and assignments in this file/document.

**Available support services** (computer center, graduate assistant availability)
- Computer labs [http://it.udmercy.edu/Students/academiclabslocation.htm](http://it.udmercy.edu/Students/academiclabslocation.htm) 313-993-1500
- Library directory and hours [http://research.udmercy.edu/about/](http://research.udmercy.edu/about/)
- Catalog [http://www.udmercy.edu/catalog](http://www.udmercy.edu/catalog)
- UDM Health center [http://www.udmercy.edu/slo/intra_wellness/healthcenter/index.htm](http://www.udmercy.edu/slo/intra_wellness/healthcenter/index.htm)
- Personal counseling [http://www.udmercy.edu/slo/intra_wellness/counseling/](http://www.udmercy.edu/slo/intra_wellness/counseling/)
- University ministry [http://www.udmercy.edu/ministry/](http://www.udmercy.edu/ministry/)
- Career education center [http://www.udmercy.edu/cec/](http://www.udmercy.edu/cec/)
Recommended reading:


MBA Themes:

The course covers in part the thematic components denoted by * and bold font in the array of Themes (A through D) on the next page.

<table>
<thead>
<tr>
<th>Theme A</th>
<th>Theme B</th>
<th>Theme C</th>
<th>Theme D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Awareness of Self And Responsibility to Others</td>
<td>Organizational Creation and Development</td>
<td>Global Competitive Environment</td>
<td>Emerging Business Challenges</td>
</tr>
<tr>
<td><strong>Components:</strong></td>
<td><strong>Components:</strong></td>
<td><strong>Components:</strong></td>
<td><strong>Components:</strong></td>
</tr>
<tr>
<td>• Ethics &amp; Values</td>
<td>• Decision making</td>
<td>• Competitive Advantage</td>
<td>• Customer Value</td>
</tr>
<tr>
<td>Life Planning</td>
<td>• Leadership</td>
<td>Financial Reporting, Analysis, and Markets</td>
<td>Organizational Adaptation &amp; Change</td>
</tr>
<tr>
<td>Social Responsibility</td>
<td>• Interpersonal Relations (Political, Negotiation)</td>
<td>Stakeholder Relationships</td>
<td>Productivity</td>
</tr>
<tr>
<td>Community</td>
<td>• Team Building Entrepreneurship</td>
<td>Political, Legal, Social &amp; Economic Environments</td>
<td>E-Commerce Shareholder Values</td>
</tr>
<tr>
<td>Service Learning</td>
<td></td>
<td></td>
<td>Technology-driven Systems</td>
</tr>
<tr>
<td>Spirituality</td>
<td></td>
<td></td>
<td>• Appreciating Human Diversity</td>
</tr>
</tbody>
</table>

**Grading Matrix: Points Earned Basis of Grade Determination**

**GRADE MATRIX**

<table>
<thead>
<tr>
<th>Category of Activity</th>
<th>Percentage</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation in class:</td>
<td>~10</td>
<td>100</td>
</tr>
<tr>
<td>Quizzes (22) at about ~ 23 points per Quiz</td>
<td>~77.5</td>
<td>483</td>
</tr>
<tr>
<td><strong>Brief Essay (not more than 5 pages) on a course related topic of interest to you. Include a separate abstract that you will share with others in our class.</strong></td>
<td>~12.5</td>
<td>78</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>100</td>
<td>623</td>
</tr>
<tr>
<td>Participation Exercises/Case Analyses N=4:</td>
<td>30</td>
<td>120</td>
</tr>
<tr>
<td><strong>BONUS</strong> points each</td>
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</tbody>
</table>

**Grading Scale**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95%</td>
</tr>
<tr>
<td>A−</td>
<td>90%</td>
</tr>
<tr>
<td>B+</td>
<td>87%</td>
</tr>
<tr>
<td>B</td>
<td>83%</td>
</tr>
<tr>
<td>B−</td>
<td>80%</td>
</tr>
<tr>
<td>C+</td>
<td>77%</td>
</tr>
<tr>
<td>C</td>
<td>73%</td>
</tr>
<tr>
<td>C−</td>
<td>70%</td>
</tr>
<tr>
<td>D+</td>
<td>67%</td>
</tr>
<tr>
<td>D</td>
<td>60%</td>
</tr>
<tr>
<td>F</td>
<td>Less than 60%</td>
</tr>
</tbody>
</table>
Your instructor may award **bonus points** for assigned work that is exceptionally good relative to prevailing norms.

**Bonus Points**

Occasionally, I will award bonus points for individual and/or team assignments and/or participation in class when I consider the work arising from it to be “exceptionally well done.” Therefore, bonus points may be awarded often or not at all depending on the quality of class participation and/or work turned. Bonus points rarely exceed one or two percent of total points available per assignment.

Notice, however, that additional bonus credits can be earned by responding to the invitation to write an “optional” or “additional” essay concerning my article about Organizational Cultural Practices and Organizational Ecologies; see the Grading Matrix above.

**Available Services**

- Information on policies and hours for UDM's academic computing labs is available at [http://it.udmercy.edu/academiclabs/index.htm](http://it.udmercy.edu/academiclabs/index.htm). Information regarding a large variety of student services, including computer labs, bookstores, public safety, and many other items, can be found in the Student Handbook. The Student Life Office website, [http://www.udmercy.edu/slo/links/index.htm](http://www.udmercy.edu/slo/links/index.htm), provides links to UDM's new emergency alert system, health center, university ministry, academic services, calendar of events, personal counseling, and many other pages. Lots of other additional information for academics, athletics, course schedules, etc. can be reached through the university's home page at [http://www.udmercy.edu](http://www.udmercy.edu). The College of Business Administration at times has a limited number of work study positions and graduate assistantship positions. Contact the Financial Aid Office for work study positions. Graduate students seeking assistantships should complete a form in the CF Student Welcome Center.
- The University of Detroit Mercy McNichols campus library contains a variety of reference materials and books related to management, ethics, and social responsibility. The university also subscribes to a number of database services including many full text services. You may access the library's home page [http://research.udmercy.edu](http://research.udmercy.edu) or call 313-993-1070. Ms. Nancy Chesik is the reference librarian assigned to the College of Business Administration. You may reach her at chesiknk@udmercy.edu or 313 993-1221 at the McNichols Campus Library. Resources for Management are found online at [http://research.udmercy.edu/find/by_discipline/index.php?discipline_id=40](http://research.udmercy.edu/find/by_discipline/index.php?discipline_id=40).
- Information on policies and hours for UDM's academic computing labs is available at [http://it.udmercy.edu/academiclabs/index.htm](http://it.udmercy.edu/academiclabs/index.htm).
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- The Student Life Office website, [http://www.udmercy.edu/slo/links/index.htm](http://www.udmercy.edu/slo/links/index.htm), provides links to UDM's emergency alert system, health center, university ministry, academic services, calendar of events, personal counseling, and many other pages.
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**Academic Integrity** (Statement from the Graduate Catalog):

As members of the academic community engaged in the pursuit of truth and with a special concern for values, students must conform to a high standard of honesty and integrity in their academic work. Instances where academic misconduct occurs include, but are not limited to, falsification or misrepresentation of material used in the admission process, presenting the work of others as one's own, theft, plagiarism and cheating. These actions pose a threat to the academic integrity of the University and its mission and will be treated accordingly. Academic misconduct is subject to disciplinary sanctions. These sanctions include, but are not limited to, reprimand, probation, suspension and dismissal. Students are required to familiarize themselves with the specific protocols of their school or college, available in each respective dean's office or college/school Academic Policy Handbook. Students also have the responsibility to consult the University of Detroit Mercy Student Handbook for further information on other academic policies and University procedures.
Absences and missed assignment due dates:
Assignments are due to be turned in during class on the assignment date indicated in the course schedule. No credit will be awarded for your work turned in to your instructor more than 24 hours after the due date/time unless you have made prior arrangements with the instructor due to valid extenuating circumstances.

Tardiness
Tardiness can be disruptive and we need all the class time available so you should make every effort to arrive on time to each class meeting. If you are excessively tardy, points will be removed from your participation score. If you have a constraint on “on-time” arrive, please let me know so that I do not get the “wrong impression” of you based on this behavior. I have no desire to “punish” unavoidable tardiness. At the same time, I cannot forgive this behavior if you do not alert me to the reason(s) for absence(s).

Librarian Consultant for Business Students: The University of Detroit Mercy McNichols campus library contains a variety of reference materials and books on the subject matter. The university also subscribes to a number of database services including some full text services. You may access the library’s home page http://research.udmercy.edu or call 313-993-1070. For questions or help with business research, you may contact our (Management Area) librarian directly: Nancy Chesik: email chesiknk@udmercy.edu, phone 313 993-1221, or stop by the McNichols Campus Library. Librarians for each of the major academic areas of the university and their contact information is posted at the end of this syllabus.

BlackBoard.com Location:
For this course syllabus and other course documents and support go to: http://knowledge.udmercy.edu. Set up an account, if you have not yet done so, then search for MBA 5140 - 01. You have already been entered in the course list but must activate it yourself.
Schedule of topics, assignments; Exams and Exam dates; Main projects and due dates. The course calendar and schedule is a tentative schedule and subject to change. Changes will be announced in class and posted on the class web page. Classes are held according to the university schedule. In cases of emergency/snow closings [winter term], please listen to 950 AM.

Except for the questions that are clearly my own, objectives and questions are paraphrased for quotations from the textbook’s teachers support material. The same is the case with objective questions in the two in-class exams.

Schedule of topics, assignments; Exams and Exam dates; Main projects and due dates. The course calendar and schedule is a tentative schedule and subject to change.

College of Engineering & Science, College of Business Administration – Course Evaluations will run from Monday, December 1, 2014 to Sunday December 9, 2014 …….. The course evaluation site is [https://www.udmercy.edu/evaluate/](https://www.udmercy.edu/evaluate/)

<table>
<thead>
<tr>
<th>Week TRs</th>
<th>Date 2014</th>
<th>MBA 5140 Fall 2013 Tentative Schedule of Activities, Assignments and Their Due Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>8/25</td>
<td>INTRODUCTION TO THE COURSE</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• HOW THE SYLLABUS “WORKS” … CHECK IT FREQUENTLY !!!!!</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Course Introduction, I G O</td>
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<td></td>
<td></td>
<td>• Open/Closed Systems and The TPS Model</td>
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<td></td>
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<td>• History of Mgt Thought</td>
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<td>• And Field Research Methods; NORMATIVE vs DESCRIPTIVE THEORIES</td>
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<td>• Exercises (Group and Individual for Ralph) VERY Brief Review of Experimental Designs</td>
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<tr>
<td>2</td>
<td>9/1</td>
<td>LABOR DAY HOLIDAY</td>
</tr>
<tr>
<td>3</td>
<td>9/9</td>
<td>Managing Effective Organizations Managing Organizational Effectiveness? Gibson et al. Appendix Scientific Methods (Your text book) + Campbell &amp; Stanley Professor Mawhinney (Lecture) + (handouts)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Quiz 1. over Chapter 1 and appendix pp. 521 – 533</td>
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<tr>
<td>4</td>
<td>9/15</td>
<td>Organizational Culture and Managing Globally</td>
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<td></td>
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<td>Organizational Culture Quiz 2. Over Gibson et al. Ch 2</td>
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<tr>
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<td></td>
<td>Managing Globally Quiz 3. over Gibson et al. Ch 3</td>
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<td></td>
<td></td>
<td>• [Not for credit # 1 ] Complete Culture Test on p. 53</td>
</tr>
<tr>
<td>5</td>
<td>9/22</td>
<td>Behavior within Organizations: The Individual INVIDIDUAL MOTIVATION: CONVENTIONAL THEORIES and PRACTICES</td>
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<td></td>
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<td>• Individual Behavior and Differences Quiz 4 over Gibson et al. Ch. 4</td>
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<td>• Motivation: Background and Theories Quiz 5 over Gibson et al. Ch. 5</td>
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<tr>
<td>6</td>
<td>9/29</td>
<td>An Applied Science of Behavior: Organizational Behavior Management (OBM)</td>
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<td></td>
<td></td>
<td>Handbook of Organizational Performance: Behavior Analysis and Management HOP : BAM</td>
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<td></td>
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<td>Eds Johnson, Redmon &amp; Mawhinney (2001)</td>
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<td></td>
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<td>Behavior &amp; The Causal Mode of Selection by Consequences</td>
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<td></td>
<td></td>
<td>Required Readings Text Chapters N = 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. HOP : BAM Ch. 2. Poling &amp; Braatz (2001)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Laws of Behavior and Dr. Mawhinney’s “Behavioral Equation” adapted from Skinner’s 1931 “theory.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Quiz 6 over readings 1 &amp; 2 Above</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Quiz 7 over readings 3 &amp; 4 Above</td>
</tr>
<tr>
<td></td>
<td></td>
<td>TENTATIVE EXERCISES: 2 in-class student EXPERIENTIAL exercises (Not for Credit) used to demonstrate motivational “theories” and “PRINCIPLES OF BEHAVIOR”; &quot;When the Chips are Down&quot; and &quot;PEEK A BOO&quot;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Optional readings continue on the next page of this syllabus:</td>
</tr>
</tbody>
</table>
### Required Readings In Addition to Text Chapter:

   - Quiz 8 over readings 1, 2 and 3 above
   - Quiz 9 over Gibson et al. Ch. 6

### Recommended reading:


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### Behavioral Decision Making

**CONTINUATION OF OPTIONAL READINGS AND QUIZ ASSIGNMENTS**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>10/6</td>
<td><strong>Conventional Theories of Work Motivation &amp; Performance</strong>&lt;br&gt;Gibson et al.</td>
</tr>
</tbody>
</table>

**Required Readings In Addition to Text Chapter:**

   - Quiz 8 over readings 1, 2 and 3 above
   - Quiz 9 over Gibson et al. Ch. 6

**Required Reading:**


---

### Behavioral Decision Making

**CONTINUATION OF OPTIONAL READINGS AND QUIZ ASSIGNMENTS**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>10/13</td>
<td><strong>FALL BREAK</strong></td>
</tr>
</tbody>
</table>

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### Behavioral Decision Making

**CONTINUATION OF OPTIONAL READINGS AND QUIZ ASSIGNMENTS**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>10/20</td>
<td><strong>Behavior within Organizations: Groups and Interpersonal Influence</strong></td>
</tr>
</tbody>
</table>

**Required Readings In Addition to Text Chapter:**

   - Quiz 8 over readings 1, 2 and 3 above
   - Quiz 9 over Gibson et al. Ch. 6

**Required Reading:**


---

### Behavioral Decision Making

**CONTINUATION OF OPTIONAL READINGS AND QUIZ ASSIGNMENTS**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>10/27</td>
<td><strong>Conflict and Negotiation</strong></td>
</tr>
</tbody>
</table>

**Required Readings In Addition to Text Chapter:**

   - Quiz 8 over readings 1, 2 and 3 above
   - Quiz 9 over Gibson et al. Ch. 6

**Recommended reading:**


---

### Behavioral Decision Making

**CONTINUATION OF OPTIONAL READINGS AND QUIZ ASSIGNMENTS**

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td>11/3</td>
<td><strong>Leadership: Fundamentals</strong></td>
</tr>
</tbody>
</table>

**Required Reading:**


For **EXTRA** Credit: [ # 2 ] What was the effect of providing followers with an alternative source of reinforcements in addition to any received from interactions with the leader? Describe in some detail.

For **EXTRA** Credit: [ # 3 ] What was the effect of making the "leader’s" access to reinforcements dependent virtually entirely on the leader’s administration of points (as reinforceners) to his follower? *Which member of each dyad, appointed leader or appointed follower, responded at higher rates when the leader received no reinforceners dependent on follower’s responding?* Describe in some detail.

[CONTINUES ON NEXT PAGE]
The questions above are simple and call for simple, BUT Effective, answers. Feel free to elaborate if you like.

Required Reading:


For EXTRA Credit: Do the results of the experiment above [in Mawhinney, 2005] conform with what might be predicted by the authors’ [Mawhinney and Ford] immediately above interpretation of the House Path Goal Theory of Leadership?

Quiz 14 over Gibson et al. Ch. 11
Quiz 15 over Gibson et al. Ch. 12

12  11/10

**Organization Structure**

The Structure and Design of Organizations

**Work Design**

Quiz 16 over Gibson et al. Ch. 13
Quiz 17 over Gibson et al. Ch. 14

13  11/17

Managing Communication

Quiz 18 over Gibson et al. Ch. 15
Quiz 19 over Gibson et al. Ch. 16

Ch. 16 [PART II SEE DAY 14] Quiz 19 with a possible question about the Hantula Reading below


14  11/24

**Decision Making II**

Gibson et al. Ch. 16

Dr. Mawhinney will deliver a lecture on relations among the following:

Risky Shift -> Framing Effects -> Cultural Value Effects
Self-Fulfilling Prophecies or Pygmalian Effects
Shaping via Extinction and Differential R+ of Other (New) B Extinction of (Old) B Requires building R+ value of new B

- Quiz 20 over second part of Ch. 16
- Quiz 21 over Ch. 17

Managing Organizational Change and Learning Making Gibson et al. Ch. 17

15  12/1

**The Really BIG Picture and Process**


Quiz 22 over the two readings above

16  12/8

**SHORT TERM PAPER/ESSAY**

Brief Essay (not more than 5 pages) on a course-related topic of interest to you and approved by Prof. Mawhinney. Include a separate abstract that you will share with others in our class. We will engage in class discussion of as many class member paper topics as possible.

If you like, you may make a PowerPoint presentation but that will not be required and there will be NO PENALTY for choosing not to do a PowerPoint. The paper, with or without powerpoint, is worth 40 points.
COURSE EVALUATIONS

- College of Engineering & Science, **College of Business Administration** – Course Evaluations will run from Monday, **December 1, 2014** to Sunday **December 7, 2014**. The course evaluation site is [https://www.udmercy.edu/evaluate/](https://www.udmercy.edu/evaluate/) [Not sure this URL works??]

- **Schedule of topics, assignments; Exams and Exam dates; Main projects and due dates.** The course calendar and schedule is a tentative schedule and subject to change. Changes will be announced in class and posted on the class web page. Classes are held according to the university schedule. In cases of emergency/snow closings [winter term], please listen to 950 AM.

Except for the questions that are **clearly my own**, objectives and questions are paraphrased or quotations from the textbook's teachers support material. The same is the case with objective questions in the two in-class exams.

**Schedule of topics, assignments; Exams and Exam dates; Main projects and due dates.** The course calendar and schedule is a tentative schedule and subject to change.
This course introduces students to marketing and gives them a framework for understanding marketing strategy in any organizational setting. It specifically details the value and use of the product, place, promotion, and price as part of an integrated strategy and as part of a marketing plan. We use significant global and domestic data in our teaching delivery. This is a lecture test course.

I. COURSE DESCRIPTION:
A study of the principles, concepts, functions, institutions and environment of marketing as a social organization that fulfills distribution of goods and services through effective and ethical communication and distribution systems. Marketing topics to be covered include: new product development, market research and demand assessment, promotion, advertising, pricing, distribution, global and internet marketing and research.

II. MATERIALS, REQUIRED

- Text – Basic Marketing McCarthy & Perreault (19th ed.), Annual Editions “Marketing” - (13 - 14) and Handouts upon Handouts. They come from every imaginable source. Included are the Scopes. (Also, see Other Issues: Handouts/Articles at the end of Dear Students)

III. COVERAGE

<table>
<thead>
<tr>
<th>Topic</th>
<th>M&amp;P</th>
<th>AE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethics</td>
<td>20</td>
<td>15 – 16</td>
</tr>
</tbody>
</table>

Students are responsible for this ethics component in each segment of this course.

Marketing Starter Kit  
1 – 2, Appendix A  
1 – 11

Opportunities/Info/Research  
3  
17, 18

Consumer Behavior  
5 – 6  
22 – 23

Experience #1 (Test 1)

<table>
<thead>
<tr>
<th>Topic</th>
<th>M&amp;P</th>
<th>AE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Markets, Demographics &amp; Strategy</td>
<td>4</td>
<td>19 – 21</td>
</tr>
<tr>
<td>Product/Services/Consumers</td>
<td>7 – 9</td>
<td>12 – 14, 27 – 31</td>
</tr>
<tr>
<td>Distribution</td>
<td>10 – 12</td>
<td>34 – 37</td>
</tr>
<tr>
<td>Ethics (Again)</td>
<td>20 (again)</td>
<td>15 – 16, again</td>
</tr>
</tbody>
</table>

Experience #2 (Test 2)

<table>
<thead>
<tr>
<th>Topic</th>
<th>M&amp;P</th>
<th>AE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marketing Communication</td>
<td>13 – 15</td>
<td>38 – 40</td>
</tr>
<tr>
<td>Pricing</td>
<td>16 – 17, Appendix B</td>
<td>32, 33</td>
</tr>
<tr>
<td>Globalness</td>
<td>-----</td>
<td>41 – 43</td>
</tr>
<tr>
<td>The Plan</td>
<td>18, 19 &amp; 8 (again)</td>
<td>26</td>
</tr>
<tr>
<td>Ethics (Again &amp; Again)</td>
<td>20 (again)</td>
<td>15-18, again</td>
</tr>
</tbody>
</table>
Experience #3 (Test 3)

IV. SPECIAL ACADEMIC FOCUSES

- Welcome to the fall marketing season from BTS to the Holiday Season. Key marketing events include the Summer Olympics, BTS, Labor Day, Grandparents Day, the World Series, NASCAR’s playoffs, the start of the NBA & NHL seasons, Halloween, Thxgvng, Black Friday AND Chanukkah, Xmas & Kwanzaa And, how about SB 49?

- Assignments when given will be used to evaluate critical thinking, secondary research (library-Internet) and writing skills. Ethics and globalness will be specifically studied. The AACSB is concerned about its member schools seriously addressing the issues of critical thinking, ethics and globalness. I promise you we shall address all of them in our discussions, assignments and/or tests.

- The continued growth development of the “online” market, the digital media, the new economy/post - recession economy and the “new consumer” will continuously be addressed.

- Again, “Ethical Considerations”, Globalness and “Critical Thinking” will be constants during the term.

V. GRADING

<table>
<thead>
<tr>
<th>Thing #1 (Test #1)</th>
<th>25%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thing #2</td>
<td>25%</td>
</tr>
<tr>
<td>Final Thing (#3)</td>
<td>25%</td>
</tr>
</tbody>
</table>

**Assignment**

- 25% (or a tad more if exceptionally well done, there will be 1 assignment)

**About**

- 100%
a. This only applies if an assignment is given

Test & Assignment Grades

Test grades will be given to students 1 week from the test date. Assignment grades will, also, be given to students 1 wk after "turn in" date.

Assignment Timeliness

To receive FULL VALUE for assignments, they must be complete, typed and on time. Incomplete and/or untyped assignments will NOT be accepted! Late assignments (1 day late) will receive ½ their graded value. Computer and printing malfunctions must be avoided, please do not fall victim to last-minute-ism. Deadlines are DEADLINES are DEADLINES!

Bubble Grades

When a student is on the “bubble” (b/t grades) for a final grade, those students who have attended (virtually, all classes); have become regularly engaged in class discussions; AND have strong assignments will be given positive “bubble” outcomes. Those who have NOT, will NOT be given those same positive advantage.

Dear Students Memo/Letter

- All students are responsible for DEAR STUDENTS, PLEASE READ IT AND FOLLOW IT. Have a great term.

Thx,

Mike Bernacchi
DEAR STUDENTS

ABOUT RESEARCH & PRESENTATION

Dear Students:

At UDM’s School of Biz we must demand good research and its presentation in proper written and oral forms. Hence, I have itemized the requirements of acceptable secondary (library) research and its presentation. (Please note, not all research projects will be orally presented. Biz 3120 and MBA 5160 students are NOT required to do a formal written research unless otherwise told). You will be informed at least 1 week prior to an oral presentation being required. All elective courses that I teach require oral AND written presentations.

Secondary Research Requirements:

1. **Internet** research must follow acceptability guidelines. Online publications from reputable sources such as **JRNL of Advertising, Bus Week, NYT, WSJ, DFP, DN,** etc are great. Widely used and accepted **Internet only** publications are OK as well but they must be discipline acceptable and reputable. (The last say so on this belongs to yours truly.) Official government or organizational pubs (from the **Department of Commerce, GM, the American Marketing Association,** etc) are OK sources, too. Nonetheless, there are many doofus sites, blogs, networks, social media comments etc. Please avoid them and critically evaluate ALL web sites before using them and citing them. **Wikipedia** is NOT acceptable.

2. Journal articles/periodical publications (including newspapers) are overwhelmingly preferred to books! Books, especially texts, are “old news” (Where possible, a mix of scholarly, professional & popular publications is best.) As a matter of fact, almost **never** will a book be an acceptable source (unless where there is NO better contemporary info). Currency of publication is always an issue of concern. Please DO NOT use your instructor’s contributions (wherever they may occur) as part of your research. The **Under the Mikeroscope** is NOT an academically based research publication. While we are very proud of it, the “Scope” is NOT to be used in your research & writing in my courses.

3. Please, NEVER duplicate a table or chart from another work. NEVER! Reprocess AND reinterpret that table or chart and properly cite it to the original work. To duplicate another’s work whether re-typed or "cut and pasted" W/O proper citation is PLAGIARISM!((((((((((((((((((((((((((((((

4. All secondary research no matter how brief must have a reference sheet with a MINIMUM of 5 sources unless else wise indicated. A major end of term paper should have many more.

5. Please DO NOT use lecture notes nor Scopes as secondary research sources!

Presentation Mandates:

6. **ALL** work must be typed/word processed, completed and **ON TIME**! ON TIME means at the class period as announced for Full Credit. Again assignments 1 day late will receive ½ credit (see item #2, again). **ZEROS** will be the grade earned for Missing In Action Papers, MIAPs. (If you’re sick, out of the country or die before your assignment is due, YOU are still responsible for delivery of that assignment by the due-date if you desire full credit.) Please avoid the trap of a “no show” on the day an assignment is due, there is NO credence and NO credit given to a “no show.” The same rules apply as though you were there. Missing a written presentation is unacceptable. Missing an assigned oral presentation is catastrophic.

7. Please **always** have a formal cover-page.

8. Please develop an EXECUTIVE SUMMARY (1 or 2 paragraphs) for your paper and make it your paper’s 1st page. An EX SUMM is a *content-specific* summary of your paper, not some generalized gobbledygook table of contents or coming attractions. An "Executive Summary" gives the reader **ALL** of the **content highlights** w/o reading the paper. Rest assure, however, I will carefully read every paper.

9. **ALWAYS**, but **ALWAYS**, write, use **SUBTITLES/SUBHEADS** in your paper and paginate your work. Your reader(s) need(s) them. "Roll On" papers w/o "subs” will be DOWNGRADED. Such papers
are thoughtless, rather than being thought provoking. The purpose of subtitles/subheads is to encourage every writer to start and complete the subtitled heading while building a nexus to the next sub headed section.

10. Please make sure that you have a properly formed and completed Reference Sheet. Listed works will ONLY be those actually used in your paper. This is not a Bibliography, hence, don't railroad ("featherbed"). I have no desire to know about works consulted ONLY those used.

11. Please have an Appendix for ALL referenced (or used) materials. Make sure that they are properly attached, labeled and paged! One more time, please, follow this form. ALL REFERENCED/USED materials MUST BE appended!! They (each and every article) must all be included. Making an appendix table of contents is a GREAT idea. Yes, your appendix is the physical compilation of ALL of your referenced and, therefore, used materials.

12. ALL citations MUST take the form of the "SAMPLE COPY” below. Author's name(s), pg to citation and year of publication are ALL necessary. Whether a citation is specific or not, or whether it is direct or not, please ALWAYS use the same form remembering there is Turabian, APA, AMA, & then there is Bernacchi (provided below). I believe that the last option is by far the best of all. A partial reference sheet is also sampled on the next page.

13. When ORAL presentations (rarely if ever in Biz 3120 or MBA 5160) are required, students MUST provide handouts if appropriate (probably, they are and include but NOT necessarily ONLY include your Power Point pages etc) for all students and the instructor. Students must be well-prepared and speak NOT just read your presentation. Engage your colleagues in your presentation so that they will be challenged to perform as well as you did in your presentation. The quality of the presentation (informationally, verbally and visually) WILL impact your grade (favorably or not) for that project/paper. Make your visuals content savvy. Make ALL visuals READABLE. If you can't read them from the back of the room, THEN they are NOT readable and are a waste! Please never present #s during your presentation without visual documentation. And, any oral presentation that is nothing but a reading of #s without great insight and Interpretation is likely a waste of everybody's time, especially yours. Group or individual presenters are encouraged to prepare, prepare and prepare presentations by mock sessions.

14. Please never duplicate a table nor a chart from another source and present it on a screen, a handout etc. Reprocess it, reinterpret it, rework it and properly cite it. (In large part this is a restatement of #3.)

Thx
Mike Bernacchi

SAMPLE COPY

Introduction

Throughout time, there has been much evidence of the various efforts of companies to be involved in the development of their communities. This participation has been motivated by different reasons. At first, some corporate involvement in the community was inspired by the church, and later, government regulation became the catalyst for involvement (Ingrams, 2014 p.83)………………………………………………………………………

However, at a time of miniscule corporate profits, it is not an easy argument to make. (Heylin,2010, p. 28)

Please note the 3 components of this citation, the author's last name, the yr of publication and the page #

References


Please note the components of a complete reference. The last name, first name of the author; the title of the work; the publication and its complete date & #s. The www info must be correct and properly directive.

GENERAL ATTENDANCE & RELATED ISSUES

1. When a class is missed, please be kind enough to make use of YOUR COLLEAGUE NETWORK to fill the void of that class. We don't have a 1-800-mikelectureline, nor a degree.com/connection. Granted, while some of you may say that the difference between being in Mike's class and not is imperceptible, nevertheless, come to class.

2. There is NO extra credit, ONLY extraordinary output for credit worthy assignments. In sum, there are ONLY real time & real assignment credit. Your extraordinary time & effort will hopefully yield an extraordinary output.

3. Please be ON TIME for class. Tardiness is disruptive. Don't force a lockout. We shall not be tolerant of tardiness with the exceptions of earthquakes, hurricanes, presidential visits to UDM etc. EVERYTIME someone is late for class, we shall STOP THE CLASS & WAIT TILL THAT STUDENT IS PROPERLY SEATED TO CONTINUE CLASS.

4. Please, Please, and Please TURN OFF all phones, pagers, beepers and other communication devices B-4 class. Their resonance is a "sure fire" exit from that class that day. Nobody is that important (and that certainly includes me) that he/she MUST BE "connected" during class. If your pregnant and momentarily "expecting" or in wait for your Nobel prize call, you still can silence your machine and "get that special feeling" in a different manner at a different time. THX! If you must use your phone, please leave the class and make or receive your call w/o prejudice. If you choose however to play games and text during class, I shall do my best to call attention to it and to ask you to put it away. THX 4 YOUR UNDERSTANDING!

SPECIFIC ATTENDANCE POLICIES, ALL SESSIONS

For sessions that are 7/8 weeks long and meet twice a week, 3 misses results in a 1/2 grade reduction, automatically. Each additional miss costs another 1/2 grade per miss.

For sessions that are 15 wks long and meet once a week, 3 misses guarantee a 1/2 grade reduction at final marking time. Each additional miss means 1 more downward 1/2 grade per. (Students with 2 meetings per wk lose a 1/2 grade on missed class #4 with an additional 1/2 grade reduction for each missed class, thereafter.)
For 15 wk sessions, that meet twice a wk, 5 misses guarantees 1/2 grade diminution with EACH miss thereafter costing another 1/2 grade.

If you are unable to make the appropriate attendance commitment for whatever reason(s), then we urge you to rethink taking this class at this time. Thx

Elective courses and grad courses have a more rigorous attendance policy.

Children in Class Policy

During Summer 2005, a parent brought his/her toddler to class. While I had no formal policy regarding "kids in class", my class was not happy with this child's attendance. Please use your head. Babysitters must be found or perhaps the University should be encouraged to provide child care. While UDM is family friendly and espouses family values, NO KIDS IN CLASS, please. Thx

Thank You for your Time, Consideration and Patience in becoming acquainted with this detail.

Integrity Policy

The Bus school has a Student Academic Integrity Policy. It is located on UDM's website in the College of Bus Ad's information. You are responsible for this material personally, professionally and academically (i.e. for testing purposes.). Included for all tests is UDM’s college of Biz’s Student Academic Integrity Policy (See UDM website for Detail, http://business.udmercy.edu/about/mission/Academic%20Integrity%20Policy.pdf)

Disability Support Services and Accommodations

It is very important for students to be proactive with regard to requesting disability accommodations. While it is never required that you disclose your disability to your professors, all students at UDM are encouraged to talk to their professors to discuss their concerns. Faculty cannot provide disability accommodations without official notification from the Disability Support Services office. If you need an accommodation because of a disability, if you have emergency medical information to share, or if you need special arrangements in case the building must be evacuated, please contact Emilie Wetherington as soon as possible to schedule an appointment (gallegem@udmercy.edu or (313) 578-0310). Disability Support Services is located in the Student Success Center, Room 319, on the 3rd Floor of the Library, McNichols Campus.

UDM Mission Statement:

The University of Detroit Mercy, a Catholic university in the Jesuit and Mercy traditions, exists to provide excellent, student-centered, undergraduate and graduate education in an urban context. A UDM education seeks to integrate the intellectual, spiritual, ethical, and social development of our students.

CBA Mission Statement

The College of Business Administration prepares diverse students to serve business organizations and society with competence, compassion and conscience. Rooted in the Jesuit and Mercy traditions, the College champions academic excellence and good character by encouraging intellectual, spiritual, ethical and social growth.

We achieve this mission by:

- Encouraging and expecting excellence from students, faculty, and staff in all we do;
- Helping students to develop knowledge, analytical and critical thinking, and skills to compete in a dynamic global business environment;
- Teaching students self-reflection, teamwork with diverse peoples, and responsible stewardship for the common good;
- Delivering quality teaching, research, and service to our University, our profession, and our community;
- Providing quality bachelor and master degree programs.
Find out more about business education in the Jesuit tradition, from an essay coauthored by UDM's Fr. Jerry Cavanagh, the Charles T. Fisher III Chair of Business Ethics.

Available Support Services:

- Computer labs [http://it.udmercy.edu/Students/academiclabslocation.htm](http://it.udmercy.edu/Students/academiclabslocation.htm) 313-993-1500
- Library directory and hours [http://research.udmercy.edu/about/](http://research.udmercy.edu/about/)
- Catalog [http://www.udmercy.edu/catalog](http://www.udmercy.edu/catalog)
- UDM Health center [http://www.udmercy.edu/slo/intra_wellness/healthcenter/index.htm](http://www.udmercy.edu/slo/intra_wellness/healthcenter/index.htm)
- Personal counseling [http://www.udmercy.edu/slo/intra_wellness/counseling/](http://www.udmercy.edu/slo/intra_wellness/counseling/)
- University ministry [http://www.udmercy.edu/ministry/](http://www.udmercy.edu/ministry/)
- Career education center [http://www.udmercy.edu/cec/](http://www.udmercy.edu/cec/)

Academic support for course, if any

- University Academic Services [http://www.udmercy.edu/uas/](http://www.udmercy.edu/uas/) Library 3rd floor
- Instructional Design Studio (for Blackboard questions) [http://research.udmercy.edu/ids/](http://research.udmercy.edu/ids/) Library 3rd floor

Librarian consultant
- Nancy Chesik [chesiknk@udmercy.edu](mailto:chesiknk@udmercy.edu) 1-313-993-1221

Faculty Evaluation by Students:
The University of Detroit Mercy is pleased to provide this secure, anonymous and easy to use resource for submitting your course evaluations.
- [https://jackson.udmercy.edu/surveys/](https://jackson.udmercy.edu/surveys/)

OTHER ISSUES: HANDOUTS

About Handouts/Articles all students are responsible for weekly handouts, not just the ones that you like or think that are important or interesting. EACH ARTICLE HAS BEEN SELECTED FOR A REASON. WE SHALL BE CONTEMPORARY AND WE SHALL NOT LISTEN TO ANY DRIVE ABOUT IRRELEVANCE OR TOO MUCH READING etc. Thank You.

Sincerely,

Mike Bernacchi (No B.S)
MBA 5180: Foundations of Financial Management:   Section Number 01
Winter 2015
Instructor:   Suk Kim
Office: CF 244
Office Hours:  By appointments only

Contact Information:
   Fax:             (313) 993-1673/1052
   Email: kimsuk@udmercy.edu

Course information:
   Location of classroom: Online & Face-to-Face (CF238)
   Credit hours:                  3
   Days and time:              Online & Face-to-Face (T: 6:40-9:10 pm)

Course Materials:
2. Lecture notes, syllabus, and home works will be distributed at the first meeting of the semester.
3. Calculator: Any hand calculator, including financial calculator, can be used on exams and other assignments, but all memory must be cleared prior to the start of the work. Electronic devices, such as computers, hand (head) phones, and all other wireless communication devices cannot be used for the purpose of collaboration during exams and quizzes.

Course Website: Class notes, class slides, homework assignments, announcements, and other information will be posted on http://knowledge.udmercy.edu

Catalog Course Description:
The essential elements of corporate financial management are explored in this course. Topics include: ratio analysis, time value of money, risk versus return, leverage and all aspects of long term corporate capital budgeting and financing. The course develops the student's ability to evaluate business decisions.

Course Objectives:
This course is designed to provide administrators of private and public organizations with knowledge of financial management techniques. The three broad groups of financial management techniques are (1) financial planning and control, (2) the efficient allocation of funds among various assets (investment decisions), and (3) acquisition of funds on favorable terms (financing decisions). The emphasis is on financial planning and control for effective investment and financing decision-making purposes. The course covers how to set financial objectives, how to plan for their accomplishment, and how to analyze past performance within the context of both investment and financing. In summary, this course is designed to provide administrators of public and private
organizations with financial management techniques, which will facilitate their decision-making responsibilities.

**Prerequisites:**
Students should have completed ACC 5100: Financial Accounting and ECN 5100: Economic Analysis of Enterprises. Having completed these prerequisites, the student should be able to:

1. Distinguish between accrual accounting and cash accounting;
2. Understand the difference between cash and non-cash expenses;
3. Understand basic bookkeeping, that is, the flow of accounting information from journal entries to financial statements;
4. Understand the contents of the income statement, balance sheet, and statement of cash flows; and
5. Understand some key terminologies of economic principles such as inflation, interest rate, and marginal analysis.

**Methodology:**
This will be primarily a lecture, discussion, and problem-solving course. The breadth of the material and the rigor of analysis make prerequisites very important. Class periods will involve lectures by the instructor, discussion of assigned end-of-chapter problems, case analysis, and term paper writing. Students are expected to carefully read and study the assigned portions of the text before each class meeting.

**Assignments:**

1) **Homework**
   Please solve assigned end-of-chapter problems by yourself first and then compare your solutions with those solutions of the same problems at the Blackboard.

2) **Quizzes**
   There will be two quizzes. The first quiz will cover problems of Chapters 3, 5, 7 and 8. The second quiz will cover problems of Chapters 9, 11, and 12.

3) **Term Paper**
   Each group of 2 students is required to write two short papers (about 10 pages each and double spaced): one term paper on any contemporary finance topic, such as the Dodd Frank Act of 2010 and the Great Recession of 2007-2009 and another paper on ethics and integrity in finance. Please try to integrate the underlying philosophy of UDM & CBA Mission Statements and the UMD Academic Integrity into your ethics papers.

**Grading:**
The course grade will depend on exams (70%), two short papers (10%), quizzes (10%), and other assignments (i.e., homework assignments, case analysis, and
class attendance, and others (10%), Three exams will consist of true or false
questions, definition multiple choice questions and problem multiple choice
questions... The grading scale is as follows: 94 for A, 90 for A-, 86 for B+, 82 for
B, 78 for B-, 60 for C, and 59 or below for F.

Special Notes
1. All assignments must be computer typed, including equations and symbols.
2. All assignments must be submitted on time, which means neither late report nor
   email submission will be accepted.
3. There will be no makeup exam for those who miss any exam: their next exam will
   be cumulative and exam questions may be different.
4. Students are expected to carefully read and study the assigned portions of the text
   before each class meeting.
5. There is one overriding reason why students should study hard for this course.
### Topical Outline and Assignments

<table>
<thead>
<tr>
<th>Meeting</th>
<th>Chapter</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1- Jan</td>
<td>6</td>
<td>Introduction Ch 1 Goals and Functions of Finance</td>
</tr>
<tr>
<td>Week 2- Jan</td>
<td>13</td>
<td>Ch 3 Financial Statement Analysis</td>
</tr>
<tr>
<td>Week-3 Jan</td>
<td>20</td>
<td>Ch 5 Financial Planning and Forecasting</td>
</tr>
<tr>
<td>Week 4 Jan</td>
<td>27</td>
<td>Ch 7 Current Asset Management</td>
</tr>
<tr>
<td>Week 5-Feb</td>
<td>3</td>
<td>Ch 8 Sources of Short-term Financing In class quiz 1 (problems only)</td>
</tr>
<tr>
<td>Week 6- Feb</td>
<td>10</td>
<td>Ch 3, 5, 7, &amp; 8 Exam 1</td>
</tr>
<tr>
<td>Week 7 Feb</td>
<td>17</td>
<td>Ch 9 Time Value of Money</td>
</tr>
<tr>
<td>Week 8 Feb</td>
<td>24</td>
<td>Ch. 11 The Cost of Capital Term paper outline due</td>
</tr>
<tr>
<td>Week 9- Mar</td>
<td>3</td>
<td>Spring Break</td>
</tr>
<tr>
<td>Week 10 Mar</td>
<td>10</td>
<td>Ch 12 Capital Budgeting Under Certainty In class quiz 2 (problems only)</td>
</tr>
<tr>
<td>Week 11- Mar</td>
<td>17</td>
<td>Ch 9, 11, and 12 Exam 2</td>
</tr>
<tr>
<td>Week 12- Mar</td>
<td>24</td>
<td>Ch. 15 Investment Banks and Capital Markets</td>
</tr>
<tr>
<td>Week 13- Mar</td>
<td>31</td>
<td>Ch. 16 Fixed Income Securities: Bonds and Preferred Stocks</td>
</tr>
<tr>
<td>Week 14 Apr</td>
<td>7</td>
<td>Ch 17 Common Stock</td>
</tr>
<tr>
<td>Week 15-Apr</td>
<td>14</td>
<td>Ch. 18 Dividend Policy and Retained Earnings Term papers due</td>
</tr>
<tr>
<td>Week 16- Apr</td>
<td>21</td>
<td>Ch 15-18 Exam 3 Problems only</td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>Ch 9, 11, and 12 Problems only</td>
</tr>
</tbody>
</table>
Disability Support Services and Accommodations:

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A statement about the Academic Integrity: This course is subject to the policies and guidelines of the College of Business Administration’s Academic and Integrity Statement which can be found at http://business.udmercy.edu/about/mission/Academic%20Integrity%20Policy.pdf

UDM Mission Statement: The University of Detroit Mercy, a Catholic university in the Jesuit and Mercy traditions, exists to provide excellent, student-centered, undergraduate and graduate education in an urban context. A UDM education seeks to integrate the intellectual, spiritual, ethical, and social development of our students.

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Statement of Tentativeness: Items contained in this syllabus are subject to change. Your instructor will notify you of significant changes in the syllabus.

UDM Emergency Phone Line:

<table>
<thead>
<tr>
<th>Phone location</th>
<th>Dial</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-University phone (e.g. cell phone)</td>
<td>313-993-1123</td>
</tr>
<tr>
<td>McNichols Campus phone</td>
<td>1-2-3</td>
</tr>
<tr>
<td>Corktown Campus (Dentistry)</td>
<td>313-494-6706</td>
</tr>
<tr>
<td>---------------------------</td>
<td>--------------</td>
</tr>
<tr>
<td>Riverfront Campus (Law) phone</td>
<td>9-993-1123</td>
</tr>
</tbody>
</table>
MBA 5190 – OL
Production and Operations Management
Course Syllabus

Term: Term II, 2014-2015

Instructor: Dr. Gregory W. Ulferts
Professor, Decision and Information Sciences

On Line

Office: CF 143

Telephone: (Office) 313-993-1219
Emergency phone: CF Welcome Center office (CF 112) at 313-993-1200

E-mail address: ulfertgw@udmercy.edu

Campus Mail: Clerical Office – Commerce & Finance, 1st Floor

Emergency: Please call the CF Welcome Center Office, CF 112, at 313-993-1200

Office Hours: By appointment, by phone, or by email.

Text: Operations and Supply Management, 14th Edition
By F. Robert Jacobs and Richard B. Chase

Supplementary readings: Will be provided by instructor – see Blackboard for supplements.

Course Prerequisite: None

Course Credit Hours: 3 credits

Course Description and Goal:

This course presents a broad conceptual framework for the management and control of operations and quality. An introduction to the concepts and techniques of modern operations management. Design and structuring of operating systems, production planning, inventory control, material requirements planning, project management, facilities layout, process and job design, and quality control.

The goal of this course is to provide students with an understanding of the principles, concepts, tools and techniques of operations management.

Course Objectives:

The objectives of the course are to develop the student's understanding of the

- scope of Operations Management (OM)
- operations strategy and managing change
- different types of processes utilized by organizations
- process selection and design
• functional activities associated with OM
• quantitative techniques used for decision-making and basic concepts governing management of OM activities
• supply chain design
• planning and controlling the supply chain
• provide the foundation necessary to pursue more advanced work in OM

Technology:

Students are expected to be able to use the following software: word processing, powerpoint, spreadsheets, database, communication and research. Students will need access to presentation hardware and software for both Collaborate and Blackboard.

Course web site address:  www.knowledge.udmercy.edu
                              www.mhhe.com/chase14e
                              www.mhhe.com/pom

Course Requirements:

This course is conducted on-line: See Weekly Schedule of Activities. This course does not have a lab.

This course is taught by the lecture and problem solving methods using a team format. This requires that students assume responsibility for the learning environment while the faculty member provides the needed framework for learning. As such students need to

➢ prepare: reading text and cases
➢ actively participate in all sessions
➢ work individually and in teams on assignments
➢ complete all assignments by their due dates

Evaluation and Policies:

<table>
<thead>
<tr>
<th>Grading</th>
<th>Points</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Group Assignments¹</td>
<td>150</td>
<td>20.0%</td>
</tr>
<tr>
<td>Quizzes²</td>
<td>300</td>
<td>38.0%</td>
</tr>
<tr>
<td>Participation³</td>
<td>50</td>
<td>12.0%</td>
</tr>
<tr>
<td>Paper⁴</td>
<td>50</td>
<td>10.0%</td>
</tr>
<tr>
<td>Plant Tour and Paper⁵</td>
<td>50</td>
<td>10.0%</td>
</tr>
<tr>
<td>Total</td>
<td>600</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

1. See Tentative Weekly Schedule of Classes table for Assignment Due Dates. This is a group activity.
   • There are a total of 5 assignments (5 questions per assignment). Each question will earn 6 points.
   • Penalty for any late assignment is -25% first week late and then – 100% second week late.
   • All Homework/Assignments will be typed and will be posted in the Assignments section on Blackboard, prior to 11:30 p.m. on each Sunday.
   • Because this is a group activity, only one submission is required per group.
2. Weekly Quizzes will be taken online through the Assignments section on Blackboard, prior to 11:30 p.m. on each Sunday. Once you start a Quiz, you will have 45 minutes to take the quiz. The quizzes cover general and basic questions that relate to the covered chapters and lectures. All quizzes are a combination of True/False and Multiple Choice questions. Each quiz has 12 questions (12 points). There are a total of 25 quizzes.

3. Participation (50 points) will be based on the following allocation:
   - Quality and quantity are important.
   - You are expected to post one current event each week that relates to either chapter material or production and operations management in general.
   - You are expected to positively critique at least one posted current event each week.

4. There is one (1) paper (50 points) that analyzes one of the posted cases. The case analysis paper is submitted through the Assignments section on Blackboard.
   - Penalty for any late paper: -25% first week and -25% for each week later.
   - The papers must be typed (cover page, table of contents page, 3-5 content pages, single spaced, 12 font, appropriately referenced, and references page). A suggested format is available in blackboard.
   - Papers will be posted in the Assignments section on Blackboard, prior to 11:30 p.m. on the designated date.

5. There is a required River Rouge Plant tour. You must provide a scan copy of your entrance ticket and write a 1-2 page reflection paper (50 points). The ticket and paper are submitted through the Assignments section on Blackboard.

All University of Detroit Mercy policies and procedures apply. Students are expected to complete and submit all work within prescribed limits and on time. Failure to do so will result in an automatic 25% deduction on the assignment involved. In an emergency, an excused absence will be given provided there is immediate notification of the situation. No incompletes will be given. Students are to review the Academic Integrity Policies of the Graduate Catalog.

**Academic Integrity Policy:**

Please review policy: http://business.udmercy.edu/about/mission/Academic%20Integrity%20Policy.pdf

**Grading Scale:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>95% or more</td>
</tr>
<tr>
<td>A -</td>
<td>90-94%</td>
</tr>
<tr>
<td>B +</td>
<td>87-89%</td>
</tr>
<tr>
<td>B</td>
<td>83-86%</td>
</tr>
<tr>
<td>C</td>
<td>70-73%</td>
</tr>
<tr>
<td>D</td>
<td>61-69%</td>
</tr>
<tr>
<td>F</td>
<td>60% or below</td>
</tr>
</tbody>
</table>

**Important Dates:**

- **January 11, 2015:** Last Day to Delete a Class without a "W"
- **January 19, 2015:** Martin Luther King Holiday (No Classes)
- **March 2-7, 2015:** Spring Break (No Classes)
- **March 26, 2015:** Last Day to Withdraw
- **April 3-5, 2015:** Easter Recess (No Classes)
- **April 21-25, 2015:** Final Exam Week

**NOTE:** It is the student’s responsibility to be aware of the University’s deadline dates for deleting or withdrawing from the course.
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We achieve this mission by:
- Encouraging and expecting excellence from students, faculty, and staff in all we do;
- Encouraging Helping students to develop knowledge, analytical and critical thinking, and skills to compete in a dynamic global business environment;
- Teaching student self-reflection, teamwork with diverse peoples, and responsible stewardship for the common good;
- Delivering quality teaching, research, and service to our University, our profession, and our community;
- Providing quality bachelor and master degree programs.

Special Needs, Students with Disabilities

It is very important for students to be proactive with regard to requesting disability accommodations. While it is never required that you disclose your disability to your professors, all students at UDM are encouraged to talk to their professors to discuss their concerns. Faculty cannot provide disability accommodations without official notification from the Disability Support Services office. If you need an accommodation because of a disability, if you have emergency medical information to share, or if you need special arrangements in case the building must be evacuated, please contact Emilie Wetherington as soon as possible to schedule an appointment (gallegem@udmercy.edu) or (313) 578-0310). Disability Support Services is located in the Student Success Center, Room 319, 3rd Floor of the Library, McNichols Campus.
(This is a tentative schedule and it may be subject to change)

<table>
<thead>
<tr>
<th>Dates</th>
<th>Modules</th>
<th>Topics / Readings</th>
<th>Quizzes and Assignments Due on Sundays by 11:30 p.m.</th>
</tr>
</thead>
</table>
| Prior to the Start of term | Module 0 (Preparation) | Course Orientation  
Course Outcomes  
Blackboard Basics | No assignment is due  
Review All Materials  
Practice on Excel |
| Week of Jan 5 – Jan 11 (On-line) | Module 1 | Chapter 1: Introduction  
Chapter 2: Strategy | |
| Week of Jan 12 – Jan 18 (On-line) | Module 2 | Chapter 3: Design of Products and Services  
Chapter 4: Project Management | |
| Week of Jan 19 – Jan 25 (On-line) | Module 3 | Chapter 5: Strategic Capacity Management  
Chapter 6: Learning Curves | |
| Week of Jan 26 – Feb 1 (On-line) | Module 4 | Chapter 7: Manufacturing Processes  
Chapter 8: Facility Layout  
Case 2: The Tao of Timbuk2  
Case 3: IKEA Design and Pricing  
Case 3+: Dental Spa | Assignment 1: Discussion #10, p. 20;  
Objective #17, p. 39; Objective #10, p. 66;  
Objective #5, p. 101, Objective #2, p. 124 |
| Week of Feb 2 – Feb 8 (On-line) | Module 5 | Chapter 9: Service Processes  
Chapter 10: Waiting Line Analysis and Simulation  
Case 5: Shoudice Hospital – A Cut Above  
Case 7: Circuit Board Fabricators, Inc.  
Case 9: Pizza USA: An Exercise in Translating Customer | |
| Week of Feb 9 – Feb 15 (On-line) | Module 6 | Chapter 11: Process Design and Analysis  
Chapter 12: Six Sigma Quality Control  
Case 10: Community Hospital Evening Operating Room  
Case 11: Analyzing Casino Money - Handling Processes  
Case 12: Quality Management - Toyota | Assignment 2: Objective #4, p. 142;  
Objective #5, p. 161; Objective #6, p. 192;  
Objective #3, p. 217; Objective #6, p. 253 |
| Week of Feb 16 – Feb 22 (On-line) | Module 7 | Chapter 13: Statistical Quality Control  
Chapter 14: Lean Supply Chain  
Case 13: Hot Shot Plastics Company | |
| Week of Feb 23 – Mar 1 (On-ground) | Module 8 | Chapter 15: Logistics, Distribution, and Transportation  
Chapter 16: Global Sourcing and Procurement | Assignment 3: Objective #6, p. 288;  
Objective #6, p. 311; Discussion #7, p. 338;  
Objective #12, p. 369; Objective #5, p. 393; |
| Week of Mar 2 - Mar 8 | | | Spring Break |
Chapter 18: Forecasting  
Case 14: Quality Parts Company  
Case 14+: Pro Fishing Boats – A Value Stream Mapping Exercise |  |
|-------------------------------|----------|-------------------------------------------------------------------------------------------------|  |
Chapter 20: Inventory Management |  |
| Week of Mar 23 – Mar 29 (On-line) | Module 11 | Chapter 21: Materials Requirements Planning | Assignment 4: Objective #11, p. 418; Discussion #7, p. 440; Objective #5, p. 476; Objective #7, p. 507; Objective #4, p. 544 |
| Week of Mar 30 – Apr 5 (On-line) | Module 12 | Chapter 22: Workcenter Scheduling  
Chapter 23: Theory of Constraints  
Case 22: Keep Patients Waiting? Not in My Office |  |
| Week of Apr 6 – Apr 12 (On-line) | Module 13 | Chapter 24: Health Care  
Case 24: Venice Family Clinic - Managing Patient Wait Times | Assignment 5: Objective #11, p. 581; Objective #12, p.612; Objective #6, p. 647; Objective #1, p. 666; Objective #2, p. 687 |
| Week of Apr 13 – Apr 19 (On-line) | Module 14 | Chapter 25: Operations Consulting |  |
| Week of Apr 20 – Apr 22 (On-line) | | Extra Credit  
Closes on April 22 at 11:30 p.m. | The Future |