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Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Proposing Department/Unit: Management	Phone 7-7786

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

1. Course Proposals (check all that apply) <input type="checkbox"/> New Course <input type="checkbox"/> Course Prefix Change <input type="checkbox"/> Course Deletion <input type="checkbox"/> Course Revision <input type="checkbox"/> Course Number and/or Title Change <input type="checkbox"/> Catalog Description Change	
B.S. in General Management (onLine) ← <u>Current Course prefix, number and full title</u> <u>Proposed course prefix, number and full title, if changing</u>	
2. Additional Course Designations: check if appropriate <input type="checkbox"/> This course is also proposed as a Liberal Studies Course. <input type="checkbox"/> Other: (e.g., Women's Studies, Pan-African) <input type="checkbox"/> This course is also proposed as an Honors College Course.	
3. Program Proposals <input type="checkbox"/> Catalog Description Change <input type="checkbox"/> Program Revision <input checked="" type="checkbox"/> New Degree Prog (online) - <input type="checkbox"/> Program Title Change <input type="checkbox"/> Other <input type="checkbox"/> New Minor Program <input type="checkbox"/> New Track	
<u>Current program name</u> <u>Proposed program name, if changing</u>	
4. Approvals	
Department Curriculum Committee Chair(s)	<i>Jordan Wash</i> 10/5/09
Department Chair(s)	<i>Ramesh Soni</i> 10/5/09
College Curriculum Committee Chair	<i>G. T. Hoff</i> 11/9/09
College Dean	<i>Phil Long</i> 11/29/09
Director of Liberal Studies *	
Director of Honors College *	
Provost *	<i>Yield Thurman</i> 4/22/10
Additional signatures as appropriate: (include title)	
UWUCC Co-Chairs	<i>Gail Schust</i> 4/16/10

* where applicable

Received
MAR 31 2010
Liberal Studies

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Liberal Studies

2. Introduction:

Management Department plans to offer its Post-Baccalaureate Second Degree in Management online starting Fall 2010. This Post-Bac second bachelor's degree is designed for persons who already have a bachelor's degree in any field and want to obtain an AACSB accredited BS in Management by doing the required business and Management courses online. Professionals working in management-related areas who do not currently have a Management degree, persons seeking a career change from another field to Business Management, and international students in other countries who have a bachelor's degree but want to acquire a U.S. degree in Management will benefit from this program.

It has been a long-term commitment of the Eberly College of Business to make our program accessible to working professionals. Ever since the mid 1980s, we have rotated our classes (face-to-face) in such a way that a working professional can complete the entire requirement by just taking evening classes. We worked with other Departments (especially, Economics and Mathematics) to ensure that appropriate offerings were available to our students in the evenings. In the mid 1990s, we planned and later started our CCAC/IUP cooperative offering of an evening BS in General Management degree with the aim of serving the working professional population in the Greater Pittsburgh area. When the University made a substantial commitment to start offering courses via the online mode in the late 1990s, the Eberly College aggressively encouraged its faculty to start developing courses for online delivery. At this time, it is often stated that the Eberly College of Business and Technology offers a majority share of all IUP online offerings and generates the highest online credit-hours as compared to other colleges at IUP. About a year ago, we finally got enough courses approved for online delivery so that a student can potentially complete a second baccalaureate degree in General Management completely via online course work. Since a large percentage of Liberal Studies courses are not yet available via the online mode, we cannot promote our offering as the first baccalaureate degree. We are proposing, therefore, to offer post bac Bachelor of Science degree in Management. It is our intent that once we have our online programs approved to start promoting the programs to recruit more and more working professionals. Yet, we cannot recruit aggressively unless we can acquire additional faculty complements.

3. Method of Delivery:

(a) Faculty: Currently, at least two faculty members have been designated for each of the college of business core classes and Management online courses required for this program. A great number of faculty in the Management Department are already experienced in delivering online courses, and we have substantial experience since 2001. The pool of such faculty has increased over the years. In the Management Department, 75% of the faculty (nine out of our 12 permanent faculty) has been engaged in online teaching for at least 4 years. These faculty members have already taught these courses several times online over the past 10 years with successful results. All online course proposals have gone through a rigorous departmental level peer review process for content and pedagogy to meet the course objectives, and courses have been continuously improved over the years to be current. Nevertheless, faculty assignment for online teaching is voluntary and faculty members are not forced to engage in online teaching, as governed by the current CBA.

The Management Department is committed to high-quality face-to-face instruction, since a large percentage of our traditional students do prefer that medium. Because most courses in the Eberly College are taught with multiple sections, it has made it possible to simply dedicate one of those

sections to online instruction each semester. For those few courses where a single section is offered in a given semester, the departments have alternated with face-to-face instruction and the following semester with online instruction.

Online coursework in the Eberly College, at one time, was taught via Article 27. That is no longer the case. Online sections are taught in load with the exception of winter and summer sessions. Teaching in Winter session is covered by Article 27; whereas summer teaching is covered under Article 24.

It is of paramount importance that we ensure that the students registered in the proposed online program get a priority over traditional students in class scheduling for online sections. Even now, we have a practice in place, where we put restrictions such as “by permission only” for the online sections of critical courses. For example, because of our ECOBIT junior standing requirements (not to be confused with Junior Status, which is achieved by accumulating 57 credits) and certain prerequisite enforcement, it is not uncommon that our students are left with just the capstone course, MGMT 495, to graduate. Most students in that situation prefer the online section, so that they don’t have to remain on campus for a term, just to take one course. So, we let students with such cases register first in the online section, while we maintain a waiting list for traditional students. When we feel assured that all the post Bac students have been accommodated; we then let the students from the waiting list signup for the online section. For other courses, we always hold back a few seats, which we release only immediately before the beginning of a term. Until we have a very robust enrollment in the proposed online degree program, these strategies should be fairly effective in ensuring seats for off-campus students. If the enrollment in this program becomes robust, we would 1) need additional resources, and 2) create sections dedicated for the post Basc students, where students from other programs will not be allowed to enroll in those sections.

(b) Course Schedule:

BUSINESS CURR.—60cr.	Cr	Online Offering Semester/Term
Business Core		
ACCT 201 Accounting Principles I	3	These “CORE” courses are offered online almost every term, including summers. Some of these courses (such as, MGMT 495) are also offered in the Winter term.
ACCT 202 Acct.Principles II (C in ACCT 201)	3	
QBUS 215 Bus. Statistics (MATH 115, 214)	3	
BLAW 235 Introduction to Business Law	3	
IFMG 300 Info Systems (BEDU/IFMG/COSC 101, ACCT 202)	3	
FIN 310 Finance I (ACCT 202, MATH 214)	3	
MGMT 310 Prin of Management	3	
MKTG 320 Prin of Mktg (ECON 122, PSYC 101)	3	
BTST 321 Business Comm (ENGL 101, 202)	3	
MGMT 330 Prod & Op Mgmt (MATH 115, 214)	3	
MGMT 495 Bus Policy (Bus Core + Grad Senior)	3	
Major Requirement		
ECON XXX (Any 300/400 level ECON course)	3	Unfortunately, the Department of Economics does not offer any 3/400-level course via online at this point. Until the point they offer an appropriate online course, the students will be encouraged to transfer this course (per IUP’s transfer policy and practice) from some other institution.
MGMT 300 HRM	3	Every Fall and Summer
MGMT 311 Human Behavior in Org.	3	Every term including summer
MGMT 451 International Management	3	Every Spring and Summer
MGMT 428 Seminar in Mgmt (W)	3	Every odd spring and even summer (once the online program is approved)
MGMT 434 Quality Management	3	Every Summer (once the online program is approved)
MGMT/ACCT Any one MGMT course or ACCT 300 Managerial Accounting (ACCT 202)	3	The students typically take MGMT 275, which is offered online every term, including summer
Elective 1	3	They have a large menu to choose from (Any 3XX/4XX business courses); At this point, two of the six departments (Management and Marketing) have 15 courses approved for online delivery that would fit in this category The faculty advisor will work with the students to build a schedule that allows them to fulfill this requirement.
Elective 2	3	

c) Advising: Because of our AACSB accreditation, we must take our advising very seriously. No student is allowed to get their Alt PIN number without getting advised. We have a very elaborate system of keeping track of who have and have not been advised. Unfortunately, some of the students occasionally beat the system and obtain their Alt PIN because their friend or a relative happens to be an employee with access to information. We identify those students and unilaterally dis-enroll them from classes (then, they may not get the same original “convenient schedule” once they are forced to see their advisors). Even now, we routinely advise our students via email if needed and we will continue to do so for students when necessary. Please see the attached email advising sample (Attachment#1).

One selected Management faculty will serve as the advisor/mentor for the Post-Bac degree students. Advising strategies would include— regular online chat/discussion sessions, online advisor office hours, assistance with course selection and schedule planning by email, special website with newsletters, professional development and career planning advice. The advisor will also work closely with the Department Chair to plan and ensure that enough seats are held back in online classes to ensure the availability for the Post-Bac students.

d) Outcomes Assessment: As the Eberly College of Business and Information Technology is approaching our 10-year accreditation maintenance review, we have embarked on a major, college-wide assurance of learning (AoL) initiative. Since the IUP community is aware of a similar effort under-taken by the College of Education and Educational Technology prior to their NCATE visitation, we will be very brief in describing the college-wide AoL effort undertaken in Eberly. The Eberly Strategic Planning Council (SPC) and the Eberly Chairs’ Council proposed the learning goals and objectives for the undergraduate business major. The six department undergraduate curriculum committees as well as the college undergraduate committee considered these learning goals and objectives in 2008 and have approved them in Spring 2009. The learning objectives at the major level are mapped to the learning objectives in the business core courses. Each of the eleven core business courses have two to three learning objectives that meet the learning objectives at the college level. At this time, all the core courses are undergoing minor course revisions to reflect the new or altered learning objectives. The AoL schematic for the Eberly College can be seen in Attachment #2. The details of AoL can be obtained at the AACSB’s website:

http://www.aacsb.edu/resource_centers/assessment/standards.asp

e) Statement of Compliance: We attest that this proposal complies with the relevant distance education article(s) in the Collective Bargaining Agreement and the University-wide Undergraduate Curriculum Handbook.

4. Impact of Program

a) Demand: This section of the proposal really does not pertain to us as our online courses are “not exclusively” for online degree students. The addition of post bac online bachelor of science degrees to the Eberly College program menu will be risk free. We already teach virtually all the sections online that will be required for delivery of the Bachelor of Science in Management. If enrollments are nominal, existing coursework will suffice. If enrollments expand, then and only then will additional complement be requested.

b) Impact on existing majors: The online offering of post-baccalaureate will affect our CCAC/IUP collaborative program (B.S. in General Management) to a small degree as some of the students

(working professionals) will gravitate toward the online program, which is really going to be a welcome relief. The collaborative program has grown beyond our initial expectation and is bursting at the seams. Two of the onsite sections at CCAC this fall have enrollments between 50 and 60 students. We certainly believe that students will continue to prefer face-to-face instruction but will take advantage of the availability of online coursework when it is desirable from a scheduling standpoint. This program will have no impact on any other program.