

AGENDA (pending approval)
Meeting of the Academic Affairs Committee
Wednesday, January 20, 2016
University Center, Room 213

Committee Membership

Jose D'Arruda (Senator & Chair)	Patricia Sellers (Senator)
Justice Beverly (Senator)	Abigail Mann (chair of General Education)
Rick Crandall (Senator)	Jaime Martinez (chair of Curriculum)
Jonathan Maisonpierre (Senator)	Emily Neff-Sharum (chair of Enrollment)
Cliff Mensah (Senator)	Robert Arndt (chair of Academic Support)
Cyndi Miecznikowski (Senator and Secretary)	Zoe Locklear (Provost and VC for Academic Affairs)
David Nikkel (Senator)	

- I. Call to Order
- II. Approval of the Minutes of the November 18, 2015 Meeting ([Appendix A](#))
- III. Approval of the Agenda
- IV. Report from the Chair
- V. Reports from Subcommittees

A. **Curriculum:** Jaime Martinez, Chair

***a)* Actions Requiring only AA Chair Signature ([Appendix B](#))**

4. Proposal from the Department of Psychology (see ([Appendix B](#)) for proposal detail)

4.1 Course Proposal: revise prerequisites for PSY 2160

4.1 Proposal Approved: 10 passed, 0 against, 0 abstain. Proposal will be forwarded to the chairs of the Academic Affairs Committee and Senate for signatures only.

5. Proposal from the Department of Sociology and Criminal Justice (see ([Appendix B](#)) for proposal detail)

5.1 Program Proposal: clarify total number of SOC/CRJ electives required for students completing a Bachelor of Arts in Criminal Justice (to update DARS reports)

Note: No change in the catalogue just the information in the registrar's office

5.1 Proposal Approved: 10 passed, 0 against, 0 abstain. Proposal will be forwarded to the chairs of the Academic Affairs Committee and Senate for signatures only.

6. Proposals from the Department of Accounting and Finance (see ([Appendix B](#)) for proposal detail)

6.1 Course Proposal: revise prerequisites and description for FIN 3040

6.1 Proposal Approved: 10 passed, 0 against, 0 abstain, Proposal will be forwarded to the chairs of the Academic Affairs Committee and Senate for signatures only.

7. Proposals from the Department of Economics and Decision Sciences (see [\(Appendix B\)](#) for proposal detail)

7.1 Course Proposal: revise prerequisites for DSC 2090

7.1 Proposal Approved: 10 passed, 0 against, 0 abstain. Proposal will be forwarded to the chairs of the Academic Affairs Committee and Senate for signatures only.

7.2 Course Proposal: revise title, description, and prerequisites for ECN 3040

Correction: Should say “C or better” in MAT 1070 or higher and in ECON 2030 (In order to cross list the course, they should have the same prerequisites)

7.2 Proposal Approved: 10 passed, 0 against, 0 abstain. Proposal will be forwarded to the chairs of the Academic Affairs Committee and Senate for signatures only.

7.4 Program Proposal: correct typo in list of required courses for B.S.B.A. with Economics Track-(see [\(Appendix B\)](#) for details)

7.4 Proposal Approved: 10 passed, 0 against, 0 abstain. Proposal will be forwarded to the chairs of the Academic Affairs Committee and Senate for signatures only.

b) Actions Requiring AA Approval Only (see [\(Appendix C\)](#) for proposal detail)

6. Proposals from the Department of Accounting and Finance

6.2 Course Proposal: create ACC 5100 Accounting Fraud in STEM Business

6.2 Proposal Approved: 10 passed, 0 against, 0 abstain. Proposal will need a vote by the Academic Affairs Committee at the January 20 meeting.

6.3 Course Proposal: create FIN 5100 Ethical Issues in Finance

6.3 Proposal Approved: 10 passed, 0 against, 0 abstain. Proposal will need a vote by the Academic Affairs Committee at the January 20 meeting.

7. Proposals from the Department of Economics and Decision Sciences (see [\(Appendix C\)](#) for proposal detail)

7.3 Course Proposal: create ECN 5100 Economics of Information

7.3 Proposal Approved: 10 passed, 0 against, 0 abstain. Proposal will need a vote by the Academic Affairs Committee at the January 20 meeting.

c) Actions Requiring AA Approval and to be sent to Senate

None

B. Enrollment Management: Emily Neff-Sharum, Chair

C. General Education: Abigail Mann, Chair

D. Academic Support Services: Robert Arndt, Chair

VI. Old Business.

VII. New Business

VIII. Announcements

IX. Adjournment

MINUTES
Meeting of the Academic Affairs Committee
Wednesday, November 18, 2015
University Center, Room 213

Committee Membership

Jose D'Arruda (Senator & Chair)	Patricia Sellers (Senator)
Beverly Justice (Senator)	Abigail Mann (Chair of General Education)
Rick Crandall (Senator)	Jaime Martinez (Chair of Curriculum)
Jonathan Maisonpierre (Senator)	Emily Neff-Sharum (Chair of Enrollment)
Cliff Mensah (Senator)	Robert Arndt (Chair of Academic Support)
Cyndi Miecznikowski (Senator and Secretary)	Zoe Locklear (Provost and VC for Academic Affairs)
David Nikkel (Senator)	

- I. Called to Order
3:30PM
- II. Approval of the Minutes of the October 21, 2015, Meeting
Approved with change from AGENDA to MINUTES.
- III. Approval of the Agenda
- IV. Report from the Chair **NONE**
- V. Reports from Subcommittees

E. **Curriculum:** Jaime Martinez, Chair

a) Actions Requiring only AA Chair Signature

5. Proposals from the Department of Music

(5.1 Course Proposal: Delete MUS 2360, 2370, 4320, 4550, and 4900

5.3 Program Proposal: Delete unnecessary note in program requirements for Music Minor
Proposals 5.1 and 5.3 were approved 11-0-0

6. Proposals from the Department of Chemistry and Physics

6.1 Course Proposal: revise prerequisites for PHY 3560
Proposal 6.1 approved 11-0-0

b) Actions Requiring AA Approval Only

None

c) Actions Requiring AA Approval and to be sent to Senate

5. Proposals from the Department of Music

5.2 Program Proposal: Revise improvisation requirements in Jazz Studies Minor

Proposals 5.2 was approved 11-0-0

PASSED UNANIMOUSLY

6. Proposals from the Department of Chemistry and Physics

6.2 Program Proposal: revise requirements for Environmental Chemistry track (CENV)

6.3 Program Proposal: delete PHY 4480 from Academic Concentration in Physics

6.2 and 6.3 proposals approved 11-0-0

PASSED UNANIMOUSLY

7. Proposal from the Department of History

7.1 Program Proposal: delete two elective options from Minor in American Studies

Proposal 7.1 approved 11-0-0

PASSED UNANIMOUSLY

F. Enrollment Management: Emily Neff-Sharum, Chair

Faculty survey about roster verification practices and attendance expectations for online courses is in development. Survey will be brought to Senate on December 2.

Policies for military student success are ahead of schedule, with input from Admissions and Financial Aid.

Forum with AssocVC (Schaub) to discuss new electronic withdrawal system was held on Monday (11/16) to low turnout. Currently, faculty will have two weeks to approve students' withdrawals; department Chairs may become de facto signers if/when advisers missed the deadline.

Committee rejected Faculty Governance's proposal that Enrollment oversee student-athlete enrollment clustering in certain Gen Ed courses, deferring instead to Drs. Billingsley and Frederick, who are charged with responding to the GA report about this enrollment concern. Survey to faculty about roster verification esp. online roster verification: should there be online policy.

C. General Education: Abigail Mann, Chair

Faculty Governance has suggested this committee become charged with approving WE/WD course proposals since it has nothing pressing on its agenda this academic year. Reducing the number of meetings to one/semester was suggested instead. Another possibility is to redefine GenEd Committee responsibilities.

Academic Affairs Chair will raise this issue at Executive Committee meeting, Monday, November 23.

G. Academic Support Services: Robert Arndt, Chair

(Please see [attachment.](#))

HAWK alerts are down because of limited staff.

University Writing Center held 1054 tutoring sessions, serving 204 unique clients.

Library: As of November 4, Library's Learning Resources budget is reduced by nearly \$300,000.

DoIT: Campus rollout for ViewFinity and Webex is January 2016.

ARC: Hosted VSA event for Robeson County Public Schools.

VI. Old Business

NONE

VII. New Business

NONE

VIII. Announcements

NONE

IX. Adjournment

4:14PM

END

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Appendix B

Actions Requiring only AA Chair Signature

4. Proposal from the Department of Psychology

4.1 Course Proposal: delete SOC 2010 from list of prerequisite options for PSY 2160 Social Psychology

Rationale: the course SOC 2010 no longer exists

Dept vote: 6 for; 0 against; 0 abstain

Affect others: No

Cross-Listing: No

Additional Resources: No

Affects Articulation Agreement: No

Affects Degree Pathway: No

Affects CAA Degree Plan: No

COURSE DESCRIPTIONS:

PSY 2160 Social Psychology

Hours: 3

Prerequisites: PSY 1010 ~~or SOC 2010~~

Required: no

Course description: PSY 2160. Social Psychology (3 credits) An introduction to the concepts, principles, theories, and research of social psychology. Social psychology is the study of social influence processes. Topics such as attitude change, perception of other people, interpersonal attraction, aggression, altruism, prejudice, and group dynamics will be covered. PREREQ: PSY 1010 ~~or SOC 2010~~

Course title: Social Psychology

Code: LEC

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5. Proposal from the Department of Sociology and Criminal Justice

5.1 Program Proposal: This is a proposal to correct an inconsistency in the DARs for criminal justice majors and the print/online UNCP catalog. This proposal is also being submitted because the registrar's office has informed us that the core requirements listed in the DARs for criminal justice majors, while correct, do not have supporting documentation on file in the registrar's office.

Rationale: The criminal justice major required 36 hours of criminal justice courses. Of the 36, 21 hours are core courses, and 15 hours are elective courses. In fact the print/online UNCP course catalog states the aforementioned requirement for criminal justice majors correctly. The current DARs report for a criminal justice major indicates that 18 hours of criminal justice elective courses are required. In fact, only 15 hours of criminal justice electives are required as noted previously. We believe that the inconsistency between what is listed in DARs and what is listed in the print/online UNCP catalog, occurred either because our department did not submit the required paperwork, or because the previous registrar may have misplaced the paperwork. In any case, the reason is not important and we are seeking to align what is stated in the DARs report and what is stated in the print/online UNCP catalog. While cleaning up this error, it was discovered that CRJ 3010 is listed correctly in the DARs as a core requirement, but there is no official supporting paperwork for that listing. Therefore, this proposal is also being submitted so that the registrar has a complete file, which includes this supporting documentation.

To summarize, this proposal seeks to change the DARs report for criminal justice elective requirements from 18 to 15, which is consistent with the online/print UNCP official catalog, and also to provide the registrar's office with supporting documentation for CRJ 3010, which is already listed correctly both in DARs and the print/online UNCP official catalog.

Dept vote: 17 for; 0 against; 0 abstain

Affect others: No

Cross-Listing: No

Additional Resources: No

Affects Articulation Agreement: No

Affects Degree Pathway: No

Affects CAA Degree Plan: No

Catalog Description of Program:

BACHELOR OF ARTS IN CRIMINAL JUSTICE*

The purpose of the Criminal Justice Program is to provide students with a thorough understanding of the social organization and administration of the criminal justice system. Courses are offered in theories of crime and delinquency, law enforcement, the courts, corrections, and administration. A criminal justice agency internship is required for most students, but an additional criminal justice course may be substituted for students with extensive prior work experience related to criminal justice.

The Criminal Justice major is fully articulated with many North Carolina community college criminal justice associate's degree programs and accepts equivalent transfer credits under negotiated articulation agreements for transfer students entering UNCP within five years of earning an associate's degree. Transfer students must earn at least 19 hours in UNCP criminal justice courses to earn the Criminal Justice degree from UNCP.

*The Criminal Justice Program at UNC Pembroke is certified as meeting the educational and program requirements of the North Carolina Criminal Justice Education and Training Standards Commission.

Requirements for a Bachelor of Arts Degree in Criminal Justice	Sem. Hrs.
Freshman Seminar	1
General Education Requirements	44
Criminal Justice Core (required): CRJ 2000, 2400*, 3000, 3010, 3600*, 3610*, 4000	21
Criminal Justice Electives: five additional courses with a CRJ prefix or cross-listed with CRJ	15
University-wide Electives	39
	Total: 120

* Cross-listed equivalents of SOC 2400, SOC 3600, SWK 3600 and SOC 3610 may be substituted.

A listing of the criminal justice courses offered at UNCP and their descriptions can be found in the university's academic course catalog at:

http://www.uncp.edu/sites/default/files/Images_Docs/Academics/catalog/pdf/soc_cj.pdf

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6. Proposals from the Department of Accounting and Finance

6.1 Course Proposal: Change prerequisites for FIN 3040 "Money, Financial Markets and Institutions" to remove the prerequisite of "MAT 2150 or 2210" and replace with "MAT 1070 (or higher)." Change catalog course description to simplify and clarify the course.

Rationale: Calculus is not necessary for the course, and is not used in the delivery of this course material. Removal of this unnecessary requirement will reduce enrollment backlog and bottlenecks caused by prerequisites. Simplification of the course description will clarify the content and make the description more consistent with the course material.

Dept vote: 6 for; 0 against; 0 abstain

Affect others: School of Business degree programs. It is part of the B.S.B.A. and B.S. Acc. "Common Body of Business Knowledge."

Cross-Listing: Cross listed with ECN 3040 "Central Banks and the Economy" (name change *from* "Money Financial Markets and Institutions" pending).

Additional Resources: No

Affects Articulation Agreement: No

Affects Degree Pathway: Yes

Affects CAA Degree Plan: No

COURSE DESCRIPTIONS:

FIN 3040 Money, Markets, and Financial Institutions

Hours: 3

Prerequisites: A "C" or better in MAT ~~2150 or 2210~~ 1070 (or higher) and in ECN 2030

Required: no

Equivalent to: ECN 3040

Course description: Study of money, financial institutions and markets and their roles in the economy. Coverage includes organization and functions of financial intermediaries, structure of financial markets and financial instruments, ~~application of time value of money to bond pricing and yield calculations,~~

algebraic approach to the supply and demand for money and interest rate determination, term- and risk structures of interest rates, the Keynesian macroeconomic model, and the algebraic approach to analyzing the effects of money and credit on national income, prices, and interest rates. While this course is substantially the same as ECN 3040 and covers the same set of topics, it places more emphasis on the structure and functions of financial institutions and instruments and the role they play in guiding resources within the economy.—“C” or better in MAT 2150 or 2210 1070 (or higher) and in ECN 2030Credit, 3 semester hours.

Course title: Money, Markets, Fin Inst

Code: LEC

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7. Proposals from the Department of Economics and Decision Sciences

7.1 Course Proposal: Remove DSC 1090 as the prerequisite for DSC 2090 Spreadsheet and Database Management on page 289 of 2015-2016 catalog. Add and modify the catalog course description accordingly.

Rationale: The course DSC 1090 has been erased from the catalog so it should not be listed as a pre-requisite for DSC 2090. Appropriate modification is made in the catalog course description to reflect the general prerequisite.

Dept vote: 5 for; 0 against; 0 abstain

Affect others: YES

- Department of Accounting and Finance -- Common Body of Knowledge course.
- Department of Management, Marketing, and International Business – Common Body of Knowledge course.
- Entrepreneurship track in Entrepreneurship Program– Common Body of Knowledge course

Cross-Listing: No

Additional Resources: No

Affects Articulation Agreement: No

Affects Degree Pathway: YES++++

Affects CAA Degree Plan: No

COURSE DESCRIPTIONS:

DSC 2090 Spreadsheet and Database Management

Hours: 3

Prerequisites: ~~DSC 1090~~ none

Required: no

Course description: A comprehensive advanced-level course in spreadsheet analysis and database management. The focal point of this course will be on the use of spreadsheet analysis and database management to address contemporary business problems. Students should have experience using spreadsheets.

Course title: Spreadsheet Database Mgmt

Code: LEC

7.2 Course Proposal: Change the course title of ECN 3040 from “Money, Financial Markets, and Institutions” to “Central Banks and the Economy,” Remove current prerequisites of MAT 2150 and MAT 2210, and Amend and simplify course description in the catalog.

Rationale: The new title better represents the course content and it differentiates it from FIN 3040, which is also titled “Money, Financial Markets, and Institutions.” The content of the course does not require the use of Calculus. Better reflection of the course content in the catalog.

Dept vote: 5 for; 0 against; 0 abstain

Affect others: YES

- Department of Accounting and Finance. The proposed change clarifies the differences between ECN 3040 and FIN 3040. Common Body of Knowledge course.
- Department of Management, Marketing, and International Business – Common Body of Knowledge course.
- Entrepreneurship track in Entrepreneurship Program– Common Body of Knowledge course

Cross-Listing: FIN 3040. The proposed change clarifies the differences between ECN 3040 and FIN 3040.

Additional Resources: No

Affects Articulation Agreement: No

Affects Degree Pathway: YES++++

Affects CAA Degree Plan: No

COURSE DESCRIPTIONS:

ECN 3040 ~~Money, Financial Markets, and Institutions~~ Central Banks and the Economy

Hours: 3

Prerequisites: A “C” or better in MAT ~~2150 or 2210~~ 1070 (or higher) and in ECN 2030

Required: no

Course description: Study of money, financial institutions, and markets and their roles in the economy. Coverage includes ~~organization and~~ functions of financial intermediaries, structure of financial markets and financial instruments, application of time value of money to bond pricing and yield calculations, algebraic approach to the supply and demand for money and interest rate determination, term- and risk structures of interest rates, the Keynesian macroeconomic model, and the algebraic approach to analyzing the effects of money and credit on national incomes, prices, and interest rates. ~~While this course is substantially the same as FIN 3040 and covers the same set of topics, it places more emphasis on policy-oriented macroeconomic analysis.~~ Credit, 3 semester hours. PREREQ: A “C” or better in MAT ~~2150 or 2210~~ 1070 (or higher) and in ECN 2030

Course title: Central Banks and Economy

Code: LEC

7.4 Program Proposal: Correct an editorial error in the course number – from “3500” to “3050”. On page 288 of 2015-2016 catalog, at around the middle of the page, under the line “Track __Economics”, ECN 3010*, **3500**, and two additional..., “3500” should be replaced with “3050.”

Rationale: Correct an editorial error to preserve the accuracy of the degree program offered.

Dept vote: 5 for; 0 against; 0 abstain

Affect others: No

Cross-Listing: No

Additional Resources: No

Affects Articulation Agreement: No

Affects Degree Pathway: No

Affects CAA Degree Plan: No

Catalog Description of Program:

BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION

Requirements for a Bachelor of Science in Business Administration	Sem. Hrs.
Freshman Seminar	1
General Education, including: MAT 1070 and 2150 or 2210, ECN 2020, 2030	44
BSBA Common Body of Knowledge DSC 2090, BLAW 2150; ACC 2270, 2280; DSC 3130, 3140; MGT 3030, 3060; MKT 3120, FIN 3100; ECN 3010 or ECN/FIN 3040; ITM 3010; MGT 4410, 4660; and ONE of the following six courses to satisfy the School's international course requirement: BLAW 3160, ECN 2410, ECN 4400, FIN 4210, MGT 3150, or MKT 3130*	45
Track (see below): choose one Economics, Finance	12
Business Electives (3000 or 4000 level)	6
General Electives	12
	Total: 120

*A study-abroad program approved by the department chair and the dean/assistant dean may replace this requirement.

*ECN track students may not use ECN 4400 to fulfill this requirement.

*FIN track students may not use FIN 4210 to fulfill this requirement.

Tracks: select one

Economics Track* (12 hours): ECN 3010**, ~~3500~~ 3050, and two additional 3000- or 4000-level economics courses (ECN or ECNS)

*In addition to the University graduation requirements, all B.S. in Business Administration–Economics Track majors must attain an overall 2.00 QPA in the 12 semester hours listed above to fulfill the economics track.

**ECN 3010 cannot be taken as part of the BSBA Common Body of Knowledge

END

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Appendix C *Actions Requiring AA Approval*

6.2 Course Proposal: Create ACC 5100 Accounting Fraud in the STEM Business. This new MBA-level course is designed to provide students with a better understanding of the role accounting plays in fraud prevention. The course will focus specifically on a short overview of financial accounting principles and then case analyses of significant frauds perpetrated at various science, technology, engineering, and math businesses. This course is being proposed as an elective in the MBA program, also available to UNC system Professional Science Master's degree students. The course spans 5 weeks, provides 1 graduate credit hour, and there are no prerequisites. The course will be offered in conjunction with two other 1 credit hour courses and students will have the option to take all three courses in sequence in the course of a semester. The class will be conducted via IVF for transmission to other campuses, and it will also have an online component. See the attached [syllabus](#) for further details.

Rationale: This course is designed to help students see beyond the perceived drudgery that typically accompanies principles- and foundational-level accounting courses. The intent is to conduct a very brief survey of accounting principles (focused almost exclusively on the 3 major financial statements) and then turn immediately to the high-interest topic of fraud. This is a case-based course that analyzes six

major business frauds and specifically discusses the role that research personal should play in identifying, mitigating, and preventing fraud.

This course is intended primarily for students in PSM degrees on other UNC campuses; however, MBA students at UNCP will be allowed to take the course for elective credit. Students in PSM degrees are required to take 9-15 credits of professional skills electives (most of them in business) as part of their masters degrees. The UNC system presently faces a shortage of available seats in professional skills courses (particularly those in business) because recent years' budget cuts caused business schools on the three largest campuses (UNC-CH, UNCC, NCSU) to focus primarily on course offerings for their business majors and not support offerings for other campus programs. As a result, this is an excellent opportunity to our School of Business to expand its graduate enrollment significantly without additional marketing or degree development.

Dept vote: 6 for; 0 against; 0 abstain

Affect others: No

Cross-Listing: No

Additional Resources: YES: We would need to have access to the School of Business IVF room or appropriate equipment to broadcast in Blackboard Collaborate from another location (document camera, web cam).

Affects Articulation Agreement: No

Affects Degree Pathway: No

Affects CAA Degree Plan: No

COURSE DESCRIPTIONS:

ACC 5100 Accounting Fraud in STEM Business

Hours: 1

Prerequisites: none

Required: no

Course description: Accounting & Fraud in STEM Businesses addresses the role of research personnel and other clinicians in preventing financial (and other) fraud in scientific, technical, and engineering firms. The course includes an introduction to accounting principles, studies the role of internal control systems, and examines case studies of STEM firms facing significant internal control failures. There are no prerequisites for this course. Credit, 1 semester hour.

Course title: Accounting Fraud in STEM

Code: LEC

[Course Syllabus](#): <<click here

6.3 Course Proposal: Create FIN 5100 Ethical Issues in Finance. This new MBA-level course is designed to provide students with a deeper understanding of the different ethical dilemmas analysts, managers, and other finance professionals may encounter in the workplace. This course is being proposed as an elective in the MBA program, also available to UNC system Professional Science Master's degree students. The course spans 5 weeks, provides 1 graduate credit hour, and there are no prerequisites. The class will be conducted via IVF for transmission to other campuses, and it will also have an online component. See the attached syllabus for further details.

Rationale: This course is designed to help students understand the different ethical dilemmas often present in the world of finance. Concepts include material insider information, agency problems, ethical issues in international finance, and social responsibility. The course will utilize current events and case studies that analyze ethical perspectives from all corporate finance stakeholder viewpoints (shareholders, managers, employees, and consumers). Students will be required to address case studies in groups, arriving at collaborative remedies for different ethical issues.

Dept vote: 6 for; 0 against; 0 abstain

Affect others: No

Cross-Listing: No

Additional Resources: YES: We would need to have access to the School of Business IVF room.

Affects Articulation Agreement: No

Affects Degree Pathway: No

Affects CAA Degree Plan: No

COURSE DESCRIPTIONS:

FIN 5100 Ethical Issues in Finance

Hours: 1

Prerequisites: none

Required: no

Course description: Ethical Issues in Finance focuses on the different ethical dilemmas analysts, managers, and other finance professionals encounter in the workplace. Concepts include material insider information, agency problems, ethical issues in international finance, and social responsibility. The course will utilize current events and case studies that analyze ethical perspectives from shareholder, manager, employee, and consumer viewpoints. Credit, 1 semester hour.

Course title: Ethical Issues in Finance

Code: LEC

[Course Syllabus](#): <<click here

7. Proposals from the Department of Economics and Decision Sciences

7.3 Course Proposal: Create ECN 5100 Economics of Information. This course will be offered over a 5 week period and will provide an introduction to informational problems in economic analysis. It develops basic economic models under asymmetric information and studies the effects of digitization and technology on industry, organizational structure, and business strategy. The course will cover topics including the pricing of information goods, open source and innovation, search and competition, targeted advertising, information analytics, social networks, and a variety of other topics. Economic principles will be illustrated using case studies and team projects. See the attached syllabus for further details.

This course is being proposed as an elective in the MBA program, also available to UNC system Professional Science Master's degree students. The course spans 5 weeks, provides 1 graduate credit hour, and there are no prerequisites. The class will be conducted via Interactive Video Facility for transmission to other campuses, and it will also have an online component.

Rationale: The growth of the information technology sector has changed the nature of economics and business practices by impacting the collection and analysis of data. This course explores the role of information economics in business. It provides an excellent foundation for careers in business management, both within the firm and as a consultant. The “Economics of Information” course proposal would complement virtually every Professional Science Master’s program offered in the technology and business fields.

Dept vote: 5 for; 0 against; 0 abstain

Affect others: No

Cross-Listing: No

Additional Resources: No

Affects Articulation Agreement: No

Affects Degree Pathway: No

Affects CAA Degree Plan: No

COURSE DESCRIPTIONS:

ECN 5100 Economics of Information

Hours: 1

Prerequisites: none

Required: no

Course description: This course provides an introduction to informational problems in economic analysis. It introduces basic economic models under asymmetric information and studies the effects of digitization and technology on industry, organizational structure, and business strategy. The course covers topics including the pricing of information goods, open source and innovation, search and competition, targeted advertising, information analytics, social networks, and a variety of other topics. Economic principles are illustrated using case studies and team projects.

Course title: Economics of Information

Code: LEC

[Course Syllabus:](#) <<click here

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Appendix D

Actions Requiring AA Approval and to be sent to Senate

END

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Syllabi from the Department of Accounting and Finance

ACCT 51XX – Accounting and Fraud in the STEM Business

Richard S. Barnes, J.D., MACC, EA

E-mail: richard.barnes@uncp.edu
Office: BA 104 – I will not be on campus at any time during Maymester.
Phone: 910-521-6173
Office Hours: Wednesday 10:00am-Noon*
Tuesday & Thursday, 11:30am-12:30pm*

(Skype Id: “**RBarnes_UNCP**” without the quotes, but with the underscore)

Class Meetings: This class will meet twice a week in a Blackboard Collaborate Session for 75 minutes for class discussions.

Students with questions are encouraged to come to or Skype with me during office hours.

*I may adjust this time early in the semester and will post that announcement prominently in the course and send a blast email.

Course Description

This course is intended to provide you with a basic understanding of accounting principles, help you understand the role internal control systems play in organizations, and understand the role of research and clinical personnel in preventing fraud.

This course is divided into five modules:

Module 1	Orientation to Financial Statements
Module 2	Components of Internal Control
Module 3	Why Internal Control Matters
Module 4	Financial Case Studies in Internal Control Failures
Module 5	Research Case Studies in Internal Control Failures
Required Texts:	Mott, G., <i>Accounting for Non-Accountants</i> 6 th edition Coenen, T., <i>Essentials of Corporate Fraud</i> Supplemental Readings Posting on Blackboard

Course Format: The course will entail a combination of readings, online modules, message board discussions, live discussions, and student reactions to materials related to business law. In addition to the assigned readings I will regularly initiate message board discussions on topics from the textbook and outside sources. Students are expected to participate in discussions and are encouraged to themselves post articles related to course topics.

Time Commitment: This is a one credit course. **Please budget at least 2-3 hours each week for this course.**

Reading Schedule: The schedule provides an *estimate* of what subjects will be covered on what weeks and is subject to adjustment by the professor as the course progresses. Please complete the reading assignments early each week as proper discussion of the material is impossible without a basic understanding of the material.

Students with Disabilities: Any student with a documented disability needing academic adjustments is requested to speak directly to Disability Support Services and the instructor, as early in the semester (preferably within the first week) as possible. All discussions will remain confidential. Please contact Professor Barnes at richard.barnes@uncp.edu and Disability Support Services (located at the DF Lowry Building, Room 107) at 910-521-6695 for an appointment or email dss@uncp.edu. The mission of Disability Support Services is to create an accepting, accessible community where people's abilities and disabilities are honored as parts of the human experience. Disability Support Services strives to provide individuals with the tools by which they can better accomplish their educational goals.

Case Approach: The textbook contains a plethora of court decisions. These decisions can be found in each chapter assigned for reading. The cases are often offset from the reading in boxes that in most textbooks indicate they are supplemental in nature or less important; however, in law the cases are critically important. Do not overlook them in your reading. *You will be held responsible for all cases in the assigned chapters as well as for any assigned questions and case problems at the end of each chapter.*

Student Support Services (tutoring, counseling, advising, career development and more!):

Student Support Services provides free tutoring for undergraduate students enrolled in general education courses and select upper level math and biology courses during the academic year. Other supportive services include counseling, academic advising, career development, study skills assistance, cultural enrichment activities, financial literacy, and assistance with completing financial aid paperwork.

You can learn more about SSS by selecting TRIO Programs from the Quick Links Menu on the UNCP homepage. To become a participant, you must complete an application that will be reviewed to determine your eligibility to receive services according to federal guidelines. You can pick up applications between 8:00 a.m. and 5:00 p.m. in Jacobs Hall, Suite B (1st floor). For more information, call (910) 521-6276.

Grading

The grading breakdown will be as follows:

Class Discussions	30%
Team Case Presentation	20%
Team Case Paper	20%
Written Assignments	30%
<hr/> TOTAL	<hr/> 100%

Class Participation: Evaluating class participation is a very difficult task in a traditional setting and is even more difficult online, but is based chiefly on student participation in classroom discussions and in an online setting message boards.

Case Presentation & Paper: Students will divide into teams of 2-3 students in the first week. In the final two weeks of the course student teams will present and lead discussion on one of the course’s principal cases. Your presentation will be evaluated by the instructor, your classmates, and your teammates. Your paper will be evaluated by the instructor alone and should be a detailed analysis of your assigned case and should be no more than ten pages in length.

Written Assignments: Students are responsible for a 1-2 page written assignment on each principal case discussed in class. You will prepare your assignment after we discuss the case in class in response to a provided writing prompt. Written assignments will be submitted using the Blackboard SafeAssign system. Your submission must be a well written, original submission. Assignments whose originality score in SafeAssign is above 30% will not be scored and the student will need to revise the assignment and resubmit. All written assignments should be prepared in 12-point Times New Roman font, with 1” margins on all sides, and double spaced.

Grading Conversion:

Class 6

Please read: *The Fall of Enron*; Harvard Business Review

In Class discussion:

- Presentation of Enron case by professor in manner to be emulated by students' presentations the following week.
- Enron was the poster child for reform and modernization of internal control standards. Could modern standards have prevented the Enron debacle?
- What stakeholders do modern control standards seek to protect? Who suffered in the Enron collapse?
- Review case write-up structure for remaining two weeks.

After class please complete discussion board on Blackboard.

Module 4 Financial Case Studies in Internal Control Failures

Class 7

Please read: *Siemens Case I & Siemens Case II*

After class please prepare case 1-2 page case write up on *Siemens*. If this is your presented case, your paper should be a team effort and should be 7-10 pages.

Class 8

Please read: Columbia/HCA Case

After class please prepare case 1-2 page case write up on *HCA*. If this is your presented case, your paper should be a team effort and should be 7-10 pages.

Module 5 Research Case Studies in Internal Control Failures

Class 9

Please read: Gupta, A., *Fraud and Misconduct in Clinical Research*
MacDonald, J, *Research Fraud: When Science Goes Bad*
Andrew Wakefield: Autism Cause Fraud

After class please prepare case 1-2 page case write up on Andrew Wakefield. If this is your presented case, your paper should be a team effort and should be 7-10 pages.

Class 10

Please read: *Cold Fusion: A Case Study for Scientific Behavior*

After class please prepare case 1-2 page case write up on *Cold Fusion*. If this is your presented case, your paper should be a team effort and should be 7-10 pages.

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University of North Carolina at Pembroke
School of Business
Department of Accounting and Finance
FIN 5XXX – Ethical Issues in Finance
Spring 2016
5 Week Course – 1 Hour Credit

Professor: Dr. R. González-Ehnes **Office:** UNCP, Business Administration, Room 233

E-mail: rebecca.gonzalez@uncp.edu **Phone:** 910-521-6853

Office Hours: Tuesdays and Thursdays, 12 pm – 2 pm, other times by appointment

E-mail is the best way to get in touch with me. If you call and I am not in my office, your voicemail gets sent to me via outlook. If you do not provide me with an email address to reach you, I will not be able to call you until I am once again in the office (I do not call students from my personal phone number). I will usually reply to all emails within 48 hours.

Materials:

Philosophy and Goals:

This course addresses the types of ethical dilemmas analysts, managers, and other finance professionals may encounter in the workplace. Concepts include material insider information, agency problems, ethical issues in international finance, and social responsibility. The course will utilize current events and case studies that analyze ethical perspectives from all corporate finance stakeholder perspectives (shareholders, managers, employees, and consumers). Students will be required to address case studies in groups, arriving at collaborative remedies for different ethical issues. There are no prerequisites for this course.

I realize that many of you may be coming into this course with little background in finance and business disciplines. However, it is important to note that the study of finance is very important regardless of your background and fields of study. My brother is a chemical engineer by trade, but as he climbed up the corporate ladder, he realized he had to learn more about the “business” side of his career and how it complemented the “science” aspects of his profession. After many, many phone calls to discuss managerial and business ideas and questions, he finally decided to pursue his MBA. I hope you find this course a gratifying, helpful and functional complement to your STEM and/or business backgrounds.

Performance Measures and Rewards:

Course grades will be computed as follows:

Weekly online discussion contributions (5 total at 15 points each)	75
3 Homework assignments (25 points each)	75
5 Take home quizzes (10 points each)	50
<hr/>	
Total Points Possible	200

Point breakdown:

180-200 (A) 160-179 (B) 140-159 (C) 120-139 (D) <120 (F)

You must adhere to all deadlines/dates for discussions, homework, and take home quizzes. I will not accept any late work.

DISCUSSIONS

I will post weekly discussion topics on the Blackboard discussion board throughout the course. The topics will reference supplemental article readings that will be provided to you online (via Blackboard). You will discuss these questions/topics amongst each other on the discussion board, and all discussions should be done by the due date and time provided. If you miss the discussion deadline, you will not be granted any points if you post your discussion contributions past the cutoff period.

Please do not wait until the last minute to post your discussion. Doing so does not afford others the possibility to engage in a discussion regarding your comments. If I find that you continuously post your contributions a mere hours before they are due, your grade will reflect it.

Discussion contributions must be substantial (in content, not always necessarily in length). You should make a concerted effort to contribute your concise thoughts and opinions to the questions posed. I STRONGLY encourage students to think about what they post before they do. Lengthy, rambling discussions without much substance make discourse difficult. I have found that many times we can deliver the same message in two or three short paragraphs as opposed to two to three pages of content. By the same token, I want to see effort in your discussion contributions. One or two sentences rarely provide a good contribution, and your grade will reflect this. Opinions are allowed and may differ amongst students, and while I do encourage a healthy debate, disrespectful interactions amongst students will not be tolerated. Again, please keep in mind that discussions should be substantial and significant (simply agreeing with what others are saying or only posing questions for others to answer are not substantial and significant discussion contributions).

Please post your discussions in the space provided – do not include them as document attachments. You are free to comment (respectfully) or add on to what others post as well.

HOMEWORKS

More specific instructions will be provided with each homework assignment, so please be sure to follow the assignment's instructions when homework is assigned.

TAKE HOME QUIZZES

Take home quizzes are intended to test your knowledge on the financial concepts discussed in class. It is understood that many students may come into the class with a limited knowledge of financial theory and concepts. I will spend some time each week discussing relevant financial topics and theory so that you can more clearly understand your readings, discussions, and homework assignments. You may work with your classmates on these take home quizzes, but everyone must cooperate and turn in their own individual work.

Drop and Makeup Policy:

Make-up assignments are not allowed. If you miss an assignment due to an extenuating circumstance (**I will need proper documentation**), we will weight your other assignments to make up for the missing assignment. For example, if you miss a take home quiz, **once I verify your excuse**, I will allow the other take home quizzes to account for 25% of your grade. Do not miss an assignment and **expect** that the other assignments will automatically be weighted to make up for your lost assignment. This policy is only for **extremely extenuating** circumstances (i.e. hospitalization or death in the immediate family – not due to leisurely travel or non-emergency doctor appointments, etc.).

If you are involved in official University activities or have work commitments and will be away/busy when *assignments/discussions/quizzes* are due, you must complete them prior to your absence (not after). See University guidelines for the last day to drop a course/withdraw. I will strictly adhere to University guidelines - no exceptions.

ANNOUNCEMENTS

1. ADA/AA Policy

Federal laws require UNCP to accommodate students with documented learning, physical, chronic health, psychological, visual or hearing disabilities.

In post-secondary school settings, academic accommodations are not automatic; to receive accommodations, students must make a formal request and must supply documentation from a qualified professional to support that request. Students who believe they qualify must contact Disability Support Services (DSS) in DF Lowry Building, Room 107 or call 910-521-6695 to begin the accommodation process. All discussions remain confidential. Accommodations cannot be provided retroactively. More information for students about the services provided by DSS and the accommodation process may be found at the following links:

<http://www.uncp.edu/dss/students/currentstudentfaq.htm>

<http://www.uncp.edu/dss/policies/html/faqfaculty.htm>

<http://www.uncp.edu/dss/faculty/syllabistatement.htm>

2. The University of North Carolina at Pembroke has a legal and moral obligation to accommodate all students who must be absent from classes or miss scheduled exams in order to observe religious holidays; to accommodate students' religious holidays, each student will be allowed two excused absences each semester with the following conditions:

a. Students, who submit written notification to their instructors **within two weeks of the beginning of the semester**, shall be excused from class or other scheduled academic activity to observe a religious holy day of their faith. Excused absences are limited to two class sessions (days) per semester.

- b. Students shall be permitted to use the missed exam policy to make up a missed exam due to an excused absence for a religious observance. Homework assignments should be turned in prior to the absence.
- c. Students will not be penalized due to absence from class or other scheduled academic activity because of religious observances.

A student who is to be excused from class for a religious observance is not required to provide a second-party certification of the reason for the absence. Furthermore, a student who believes that he or she has been unreasonably denied an education benefit due to religious beliefs or practices may seek redress through the student grievance procedure.

Academic Dishonesty:

All students are expected to follow the policies and procedures of the “Academic Honor Code.” Any act of academic dishonesty on any assignment will result in a grade of “F” for that assignment, and you will be reported for disciplinary action.

Notes:

1. Turn off all cell phones and other communication devices before entering class. You are not allowed to text during class.
2. Do not be late to class or leave early. It is disruptive to the instructor and to your classmates. Excessive tardiness or early departure from class will be counted as absences.
3. You are responsible for all the material covered in class. If you are absent, you should get the notes from one of your fellow classmates and to find out if any assignments, quizzes, or materials were handed out.
4. You may not record me (audio/video) without my permission.
5. You may be asked to drop the course for excessive absences (more than 3 unexcused) at the discretion of the instructor. This course only meets for 5 weeks. It is imperative that you attend each time our class meets.
6. I am not overly concerned with the methods or approaches used by other professors in other courses. Each professor has their own way of teaching a subject.
7. Be sure to check Blackboard frequently for assignments/announcements. I will inform the class when they can expect to see an assignment or material on Blackboard, but it is always a good idea to check frequently in case you miss my announcement in class or are absent.
8. For any further details, check the University’s academic rules and regulations and catalogue.

Chapters Covered:

Chapter 1 – Why Study Ethics?

Chapter 2 – Ethical Theory and Business

Chapter 3 – Corporate Social Responsibility

Chapter 4 – Corporate Culture, Governance, and Ethical Leadership

Chapter 7 – Employee Responsibilities

Chapter 12 – International Business and Globalization

Tentative Course Schedule: All times denoted are in Eastern Standard Time

Week 1:

- 1) Review Syllabus
- 2) Read Chapter 1 – Why Study Ethics?
- 3) Take notes during my lecture on the Federal Reserve System, the Federal Funds Rate and LIBOR, and their roles in our financial markets, institutions, and instruments.
- 4) Complete take home quiz on my classroom lecture
- 5) Read the Chapter 1 Discussion Case: The LIBOR Scandal: Is it OK if Everyone Does It? Answer the 5 discussion questions at end of case, and be prepared to discuss these in class.

- 6) Discussion board assignment on why it's important to study ethics
- 7) *Homework I: Supplementary reading: NYT, Why Can't the Banking Industry Solve Its Ethics Problems? Read the article and prepare a 2 page summary of your thoughts on the article.*

Week 2:

- 1) Read Chapter 2 - Ethical Theory and Business
- 2) Take notes during my lecture on AIG and the subprime mortgage meltdown, bonds and bond rating agencies, and the theory of agency problems.
- 3) Complete take home quiz on my classroom lecture
- 4) Read the Chapter 2 Discussion Case: AIG Bonuses and Executive Salary Caps. Answer the 5 discussion questions at end of case, and be prepared to discuss these in class.
- 5) Discussion board assignment on the following 2 readings: "SEC Hits Conflict of Interest at Ratings Agencies" and "SEC Says Conflicts of Interest Persist at Ratings Agencies"

Week 3:

- 1.) Read Chapter 3 – Corporate Social Responsibility and Chapter 4 - Corporate Culture, Governance, and Ethical Leadership
- 2.) Take notes during my lecture on corporate social responsibility theory, the role of financial managers, the stakeholder vs. stockholder decision process, and corporate governance and its role in corporate culture
- 3.) Complete take home quiz on my classroom lecture
- 4.) Read the Chapter 3 Discussion Case: Walmart. Answer the 7 discussion questions at the end of case, and be prepared to discuss these in class.
- 5.) Read the Chapter 4 Discussion Case: Goldman Sach's Toxic Culture. Answer the 4 discussion questions at the end of the case, and be prepared to discuss these in class.
- 6.) 2 Discussion board assignments on the following 2 readings: "Corporate Social Responsibility: Nice Guys Finish First" and "Toshiba Scandal Indicates Troubled Corporate Governance Across Japan"

Week 4:

- 1.) Read Chapter 7 – Employee Responsibilities
- 2.) Take notes during my lecture on the Enron/Arthur Andersen case and insider trading
- 3.) Complete the take home quiz on my classroom lecture
- 4.) Read the Chapter 7 Discussion Case: Conflicts of Interests in Subprime Mortgages and at Goldman Sachs and Enron. Answer the 6 discussion questions at the end of the case, and be prepared to discuss these in class.
- 5.) *Homework II: Find a recent article that discusses a current Insider Trading incident, and write a 2 page paper where you explain at least 2 ethical objections to that particular insider trading case.*

Week 5:

- 1.) Read Chapter 12 – International Business and Globalization
- 2.) Take notes during my lecture on the advantages and disadvantages of globalization
- 3.) Complete the take home quiz on my classroom lecture
- 4.) Read the Chapter 12 Discussion Case: Business in a Global Setting. Answer the 4 discussion questions at the end of the case, and be prepared to discuss these in class.
- 5.) Discussion board assignment on the following reading: "Ethics in the Era of Globalization"

- 6.) *Homework III: Find a recent article that discusses an ethical dilemma encountered by a multinational firm. Write a 2 page paper where you summarize the article and give your opinions on the ethical issue(s) at hand.*

This syllabus is tentative and subject to change at the discretion of the instructor.

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Syllabus from Department of Economics and Decision Sciences

ECN5XXX (1 credits) Economics of Information

Course Description

This course will be offered over a 5 week period and will provide an introduction to informational problems in economic analysis. It develops basic models of trading under asymmetric information and studies the effects of digitization and technology on industry, organizational structure, and business strategy. The course will cover topics including the pricing of information goods, open source and innovation, search and competition, targeted advertising, information analytics, social networks, and a variety of other topics. Economic principles will be illustrated through using case studies and team projects.

Textbooks and Readings

Required

[S&V]= Shapiro, Carl, and Hal Varian. *Information Rules: A Strategic to the Network Economy*. Cambridge, MA: Harvard Business School Press, 1998. ISBN: 9780875848631.

[B&S]= Brynjolfsson, Erik, and Adam Saunders. *Wired for Innovation: How Information Technology is Reshaping the Economy*. Cambridge, MA: MIT Press, 2009. ISBN: 9780262013666.

Optional

Brynjolfsson, Erik, and Brian Kahin, eds. *Understanding the Digital Economy*. Cambridge, MA: MIT Press, 2000. ISBN: 9780262024747.

Liebowitz, Stan. *Re-Thinking the Network Economy: The True Forces that Drive the Digital Marketplace*. New York, NY: American Management Association, 2002. ISBN: 9780814406496.

Class Participation

You are expected to participate in the discussion board. You are responsible to read others' post and respond to them. Whenever necessary, I will step in to answer the questions which may concern the whole class. Your participation and your contribution to the learning of the whole class will affect your grade on the margin.

Discussion board is the place to discuss concepts and exchange ideas on solving problems, not the place to post personal comments and concerns. Please send me email if you want to discuss anything else. Any disrespectful or irrelevant post will be removed immediately. Any disruptive behavior is intolerable and a disruptive student may be asked to leave the class.

Discussion Assignments: I will assign four discussion topics totally. You will find those topics in discussion board under 'communication' tab. Everyone is expected to initiate a discussion by stating the facts or figures. In all discussions you should make a minimum of 2 postings per discussion: in addition to your own posting, you should respond to the postings of another student. And you may of course make more than the minimum 2 postings per

discussion. You are reminded to observe common netiquette & use spell checker. The instructor reserves the right to purge any derogatory or inappropriate remarks. The discussions are graded based on the number of postings and the contents.

Rule reminder: The posting originated by you (not responding to others) should be posted at least 8 hours before closing time (or 3pm ET on the closing day) to give others a chance to respond to you.

Policy: The discussions posted after the closing time will not be counted under any circumstances. Discussion board is used only to discuss the topics and concepts. If you have a specific question, please email me.

Case studies

I will assign four case studies totally. You will find those topics under ‘case study’ tab. For each case study, you are required to write a one page report addressing the questions asked. The relevant readings, links and requirement are provided in ‘case study’ folder.

Class project

Each student is asked to undertake a Project on a business application initiative using some type of digital technology throughout the course. The project is designed to enhance their understanding of various issues learned in economics of information. It enables the students to view problems through an economic lens and to think critically and independently. At the beginning of the course, four to five students form a group and choose an organization to work with. They eventually turn in a project dossier at the end of the course. The project requirements and guideline are provided in ‘class project’ folder.

Grade:

Your course grade will be computed in the following ways.

Discussions	35%
Case studies	35%
Class project	30%

Letter grade will be assigned on the following scale:

Weighted final course grade	Letter grade
95% - 100%	A,
90% - 95%	A-
87% - 90%	B+
83% - 87%	B
80% - 83%	B -
77% - 80%	C+
73% - 77%	C
70% - 73%	C-
65% - 70%	D+
60% - 65%	D
50% - 60%	D-
Below 50%	F

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END
