

Salem University School of Business

2020-2021

BSBA & MBA Handbook



Assisting Student Achievement

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Salem University

School of Business

SCHOOL OF BUSINESS

The School of Business was the focal point of the Assessment Academy team in the second year of project (2010-2011). The *learning outcomes* for the business program are outlined below:

1. Knowledge, skills, and abilities in business management, financial management, international business, marketing, statistics, and human resource management.
2. Knowledge, skills, and abilities to compete in the global market economy.
3. Knowledge, skills, and abilities for employment or for admission to advanced programs in the field of business.
4. Ability to communicate information in written, oral, and graphic formats.

As indicated above, the broad elements needed to support the Assessment System, such as program learning objectives and course-level student learning objectives, had been implemented previously. In 2010-2011, as suggested by the Assessment Academy Mentor, the assessment framework was augmented by adding baseline or gateway assessment. This change was helpful in that it provided three analytic points for student learning outcomes instead of just two.

- **Gateway (Level I):** Entering first-year students start by taking the *Accuplacer*® examination. As noted above, Business also collects an assessment of general business knowledge. *Accuplacer* provides a standardized assessment of Mathematics and English to determine the need for developmental courses. About 70% of business majors need developmental courses, compared to 68% for the University as a whole.
- **Midpoint (Level II):** The curriculum for Business includes 75 credits in general education foundation (54 credits) and international focus courses (21 credits). Business major courses are interspersed with these over the first three years of the program. Therefore, the relative midpoint of the Assessment System's data is defined as being between 75 and 90 earned credits. The students' data at that point include their course-level achievement as well as a program level assessment.
- **Capstone (Level III):** In their last semester, students demonstrate their knowledge, skills and abilities relative to the each of the program learning outcomes within a capstone learning experience. A final assessment is integrated. Two other program and assessment changes were implemented. The capstone was changed to implement a business simulation. The program also implemented a locally developed objective test to be used as a longitudinal assessment of knowledge.

Data are collected for the purposes of assessment from the time the students enters the program through their post-graduation period, including continuing education (e.g., to earn an advanced degree or post-graduate certificate) and employment. The academic year begins in September each year and ends in August. Therefore, analysis and reporting fits within this timeframe. The Dean of the School is charged with data analyses by late spring annually, with final decisions about program revisions by end of August for implementation in September. In contrast, courses are reviewed on a monthly cycle consistent with the monthly course delivery. These data include Course-end Surveys, instructor reflections, grades, completions, and retention.

Faculty members are engaged in the data collection and analysis process at all levels. These efforts include course-level assessments, the objective tests, and supervision of the capstone learning experience, which are detailed within the syllabi. Students' performances in the capstone are assessed using a rubric that defines academic progress on four levels: (1) Unacceptable, (2) Emerging, (3) Proficient and (4) Distinguished.

Faculty members are consulted with respect to course and program strengths and opportunities for improvement. The feedback is provided through their reflections on each course that analyze what has gone well and what difficulties were encountered during a course. As appropriate, the faculty member recommends corrective action can be taken to improve the given course. In addition, the faculty participate in meetings that create a forum for the exchange of ideas designed to strengthen the program and improve overall student learning outcome achievement.

A Business Advisory committee meeting is held semi-annually. This meeting focuses on discussing program achievements and exchanging ideas with employers. The advisors are asked to comment on program learning objectives, the rigor of the program, and their ideas for changes to improve students' knowledge, skills, and abilities at graduation, both in terms of career entry and advancement.

The Dean leads the task of aggregating assessment data into the analytic database. A summary program overview report is developed that includes subsections for the gateway, midpoint and capstone assessments. The findings of the School of Business's ongoing environmental scanning process are provided, too. The program overview report is provided to the Academic Affairs Committee for action.

Philosophy of the Salem BSBA & MBA Programs

The mission of Salem University is to prepare global citizens with broad knowledge, marketable professional skills, and the ability to make decisions with integrity and an international perspective.

The goals of the University are to:

- Provide effective educational experiences;
- Design and maintain a unique environment conducive to developing an international citizen;
- Select, support, and develop human resources consistent with excellence in leadership, scholarship, and work and life skills; and
- Improve student learning, facilitate improvements in teaching, and corroborate institutional effectiveness.

The Mission of the Salem School of Business

The School of Business utilizes strong leadership, strategic planning, stakeholder input, data driven decision making, quality faculty and staff, and student-centered processes to provide excellent programs to both undergraduate and graduate business majors with an international perspective.

To support the Salem International University Mission, the goal of the School of Business is to prepare business professionals who both model and prepare others to be global citizens with broad knowledge, marketable professional skills, and the ability to make decisions with integrity and an international perspective. These business professionals should also understand the importance of responsibility to the School of business mission of being a significant presence and contributor to

business community. This philosophy requires the access to learning environments that will support ongoing standard-based business professional growth and development at all career stages.

Business School Assessment System

In addition to the internal assessments detailed below, comprehensive external assessment exams are given at various points, namely Gateway, Midpoint and Capstone.

Gateway Business School Assessment

Comprehensive Marketing Plan – Instrument

In Week 4 of this course, you will submit your final project. The final project is a comprehensive marketing plan for a product, or business of your choice. Your project will consist of a written proposal and a PowerPoint presentation. Your audience is the person in charge of deciding whether your marketing plan will be approved or not. For Week Two, submit a rough-draft outline of your project. While this is to be a working draft of your project, try to provide as many specific details as you can. This way I can give you specific feedback and direction for your final project.

You may create any specific client, in any type of business enterprise you wish, and complete a marketing plan which highlights your creative process. Since marketing is built on research, analyzing data, developing objectives and creating strategies to meet these objectives, we will take this opportunity to apply our learned theory to a company which would exist in real life. Therefore, if you have a business, or have ever considered owning your own business, this project assignment is the ideal opportunity for you to create a viable marketing plan which would be applicable to your target clients, or consumers. Make this marketing plan as realistic as possible, including all financial data. You will need to create a plan which encompasses the "four Ps" of marketing -- product, promotion, price, and place. Integral to your plan will be a customer driven marketing strategy, which understands and fulfills customer needs.

Your project will include a written proposal as well as a PowerPoint presentation. Assume you are presenting your plan to a group of potential financial investors for your firm. For Completed details, please refer to the itemized elements of the marketing plan listed directly below:

Presentation Cover, Executive Summary, Situation Analysis, Market Summary, Market Demographics, Geographic Analysis, Market Behaviors, Market Needs, Market Growth, SWOT, Competitive Analysis (at least 2 Competitors), Product and Service Offerings, Keys to Success, Critical Issues, Mission, Target market, Marketing Objectives (At least 1 objective should be measurable), Positioning Strategies (4 P's), Market Research, Creative Process Tagline, *What type of advertising will you implement in order to meet your objectives?*

A Summary

References - in APA format

Overview of Programs (Accreditation and Global Recognition)

The Salem University School of Business has programs in business at the undergraduate and graduate levels. The University's is regionally accredited with the Higher Learning Commission located in Chicago, Illinois. The School of Business is also in Accreditation Council for Business Schools and Programs (ACBSP) candidacy for global accreditation for the Associate, Bachelors and Masters of Business Administration.

Learning Objectives

The School of Business adheres to the ACBSP accreditation standards:

Standard 1: Leadership

Administrators (chief academic officers, deans, department chairs) and faculty must personally lead and be involved in creating and sustaining values, business school or program directions, performance expectations, student focus, and a leadership system that promotes performance excellence. These values and expectations must be integrated into the business school's or program's leadership system; and the business school or program must continuously learn, improve, and address its societal responsibilities and community involvement.

Standard 2: Strategic Planning

The business school or program must have a process for setting strategic directions to better address key student and program performance requirements. The strategy development process should lead to an action plan for deploying and aligning key plan performance requirements. It should also create an environment that encourages and recognizes innovation and creativity.

Standard 3: Student and Stakeholder Focus

A business school or program must have a systematic procedure to determine requirements and expectations of current and future students and stakeholders, including how the business school or program enhances relationships with students and stakeholders and determines their satisfaction. Stakeholders may include parents, employers, alumni, donors, other schools, communities, etc.

Standard 4: Measurement and Analysis of Student learning and Performance

Business schools and programs must have an outcomes assessment program with documentation of the results and evidence that the results are being used for the development and improvement of the institution's academic programs. Each business school or program is responsible for developing its own outcomes assessment program.

Standard 5: Faculty and Staff Focus

The ability of a business school or program to fulfill its mission and meet its objectives depends upon the quality, number, and deployment of the faculty and staff. Our each institution seeking ACBSP accreditation for its business school must:

- 1) develop and implement policies and plans that ensure an excellent faculty, including a staffing plan that matches faculty credentials and characteristics with program objectives;
- 2) evaluate the faculty based on defined criteria and objectives;
- 3) provide opportunities for faculty development to ensure scholarly productivity to support department and individual faculty development plans and program objectives; and
- 4) foster an atmosphere conducive to superior teaching.

Standard 6:

In order to prepare business graduates for professional careers, the curriculum must encompass not only business subjects, but also subjects dealing with the specifics of the global work place and the more general aspects of global society. Since business graduates must be equipped to interact with other members of society, adapt to societal changes, and serve as business advocates, students must be encouraged to study global topics that will prepare them for these challenges.

Given these academic demands, business schools and programs are encouraged to be innovative and to provide flexible curriculum options. Two of the major goals of the curriculum should be the development of intellectual curiosity and the creative capacity for independent thought and action. However, regardless of their major, all business graduates are expected to have received a general exposure to economic institutions, the complex relationships that exist between business, government, and consumers, and a basic knowledge of the functional areas of business.

The Associate of Science in Business Administration (ASBA) program requires the following:

- Successful completion of 60 semester credit-hours with a cumulative GPA of at least 2.0, including at least 15 credits in the program as approved by the department.

Bachelor's & Associate's of Business Administration Program Admission Requirements

- The student will be admitted to a School of Business Degree Program on a provisional basis.
- If, after earning a minimum number of academic credits (as described below) the student is not holding a minimum 2.0 cumulative GPA, the student will be placed on academic probation. If the student does not improve his or her GPA during the probationary period he or she will be suspended for a period of 120 days.

Bachelor's of Business Administration Program Core (30 hours)

Program Learning Objectives Graduates will demonstrate the following:

- 1) Knowledge, skills, and abilities in business management, financial management, international business, marketing, statistics, and human resource management.
- 2) Knowledge, skills, and abilities to compete in the global market economy.
- 3) Knowledge, skills, and abilities for employment or for admission to advanced programs in the field of business.
- 4) Ability to communicate information in written, oral, and graphic formats.

Core Courses

ACC111 Principles of Accounting
ACC112 Principles of Accounting 2
BUS323 Commercial Law
FIN344 Corporate Finance
FIN345 Corporate Finance 2
MGT210 Principles of Management
MGT361 Management Information Systems
MGT363 Organizational Theory
MGT499 Senior Capstone Project
MKT231 Principles of Marketing

Accounting Specialization Coursework (15 hours)

ACC304 Financial Accounting
ACC305 Financial Accounting 2
ACC312 Federal Taxation
ACC316 Cost Accounting
ACC411 Auditing
Learning Objectives

- 1) Students will be able to explain and analyze basic financial statements and demonstrate how the accounting cycle works.
- 2) Students will demonstrate how the cash cycle works and how revenue is appropriately recognized within a business coupled with how to determine the firm's tax liability.
- 3) Students be able to explain the difference between debt and equity financing and how audits are conducted.

Finance Specialization Coursework (15 hours)

FIN343 International Finance and Banking

FIN430 Investment Analysis

FIN435 Capital Markets

FIN440 Portfolio Management

FIN445 Real Estate Finance and Investment

Learning Objectives

- 1) Students will apply fundamental principles of finance to make business decisions.
- 2) Students will be able to explain the time value of money and solve time value of money problems using various techniques.
- 3) Explain the capital budgeting process and techniques, especially Net Present Value and Internal Rate of Return and also demonstrate an understanding of risk and return.

Applied Management

This specialization is designed to accommodate students who have earned an associate of science or associate of applied science in a vocational, career, or occupational program and want to complete their baccalaureate. Students must complete the above core courses and the following specialization courses, as well as five or more general education courses to meet the BSBA requirements of 120 earned credits, including at least 30 that qualify as general education: BUS410 Business Planning & Small Business Administration MGT222 Human Resources Management MGT362 Operations Management MGT424 International Business Management MGT450 Special Topics

Learning Objectives

- 1) Students gain knowledge, skills and abilities in entrepreneurship, forming a business, Pricing strategies and managing cash flow.
- 2) Students develop skills in the areas of human resource management and strategies, the legal aspects of employment decisions, diversity, managing performance and compensation.

3) Student develop fundamental skills and knowledge of operations management as it relates to the supply chain, forecasting, capacity management, sustainability, total quality management (TQM) and Six Sigma.

International Business Specialization Coursework (15 hours)

BUS440 International Law & Public Policy

FIN343 International Finance & Banking

MGT222 Human Resources Management

MGT424 International Business Management

MKT431 International Marketing

Learning Objectives

1) Students will develop a broad understanding of the global legal, regulatory and public policy systems and how they affect them as business managers and leaders. Businesses have become increasingly subject to international as well as local and national laws, regulations and public policies. Legal and regulatory provisions pervade such aspects of business as trade practices, marketing practices, environmental practices, intellectual properties, ethics and business relationships with employees, customers and other interested parties.

2) Students will develop a conceptual framework that helps them in financial decision-making in an international context. This will be a logical extension of the introductory finance course, but builds and extends the valuation concepts and analytical framework to account for the unique dimensions of international finance. Students will know how to analyze of marketing opportunities in international markets and how to describe of the cultural, social, political, economic and legal environment differences.

3) Students will be able to describe principals and techniques of manpower management in organizations; controversies and processes of interaction among labor, management, government, and the public; labor law; and the collective bargaining process as well as an-depth study of HR policies and procedures for talent development in organizations.

Human Resource Management Specialization Coursework (15 hours)

MGT222 Human Resources Management

MGT410 Compensation and Benefits Management

MGT411 Employment Law

MGT412 International Human Resources Management

MGT450 Special Topics

Learning Objectives

1) Students will describe principals and techniques of manpower management in organizations; controversies and processes of interaction among labor, management, government, and the public; labor law; and the collective bargaining process as well as an-depth study of HR policies and procedures for talent development in organizations.

2) Students will demonstrate an understanding of how managers use compensation and benefits to attract, motivate, and retain qualified employees. Students will describe economic and behavioral theory and research on pay programs, current approaches to pay-for-performance, and the strategic importance of pay systems in aligning employee behavior with corporate mission and goals. Students will be able to describe statute and case law, civil rights and equal opportunity, discrimination and harassment, employee protection and privacy, and labor relations.

3) Students will understand the challenges of human resources management in multinational contexts. Students will define methods of assessing cultural differences, comparisons of the U.S. with major trade partners, how cultural differences affect workplace interactions, strategies for building multinational teams, and cultural intelligence.

Retail Management Specialization Coursework (15 hours)

BUS400 Principles of Retailing

BUS401 Retail Operations and Purchasing

BUS405 Foodservice Management

MGT222 Human Resources Management

MKT400 Retail Sales Promotion

Learning Objectives

1) Students will have knowledge of all aspects of operating and management a retail business; retail mix, strategy, inventory management, and customer service and retention. Students will be able to describe all aspects of operating and management a retail business as well as describe the necessary skills to be an effective purchasing manager/buyer. Students will be able to detail the contemporary issues that influence retail business.

2) Students will detail operating and management a retail business in global marketplace. Students will be able to demonstrate knowledge of the best practices and the training necessary to compete effectively in international retail markets; tasks that international retail managers need to perform and succeed will be discussed throughout the course.

3) Students will have fundamental knowledge of operating and managing a retail business in a global marketplace. Students will demonstrate best practices and the training necessary to compete effectively in international retail markets; tasks that international retail managers need to perform and succeed.

Engineering Management Specialization Coursework (15 hours)

BUS420 Foundations of Engineering Management

BUS421 Logistics Management

BUS422 Supply Chain Management

BUS423 Project Management and Budgeting

BUS424 Quality and Risk Management

Learning Objectives

1) Students will develop the skills necessary for leading and managing engineering and technical personnel. Students will be able to describe the four principal functions of management: Planning, Organizing, Leading, and Controlling. Students will understand the concerns of engineering managers are discussed in detail, including ethics, leadership, and globalization.

2) Students will be able to describe the fundamentals of designing a distribution system and implementing it to meet business challenges. Students will be able to use the terminology of logistics for planning, organizing, managing, controlling of logistics systems and be able to describe principal metrics used in the field.

3) Students will be able to describe the roles of the supply chain within a business environment. Students will design processes to gather raw materials, develop a distribution network and bring products and services to market. Students will have the knowledge to create project budgets and manage complex projects.

4) Students will be able to perform basic risk analyses and specific applications to engineering management. Students will determine uncertainties and demonstrate methods for propagating them through appropriate risk assessment model. Students will demonstrate their abilities to make decisions using risk acceptance criteria and formal methods of risk management.

Management Specialization Coursework (15 hours)

BUS410 Business Planning/Small Business Administration

MGT222 Human Resources Management

MGT362 Operations Management

MGT424 International Business Management

MKT431 International Marketing

Learning Objectives

1) Students will apply and designed to simulate the experiences of conceiving, planning, financing, maintaining, and managing a new business venture. The major project involves preparing, refining, and presenting a business plan for potential investors.

2) Students will describe principals and techniques of manpower management in organizations; controversies and processes of interaction among labor, management, government, and the public; labor law; and the collective bargaining process as well as an-depth study of HR policies and procedures for talent development in organizations.

3) Students will be able to describe the install of operations (capital investment) in foreign countries; alternative forms of entry and organization including licensing, acquisitions and joint ventures. Attention is given to organizational structure, strategic decision making, movement of monies, goods, skills, and technology across national borders; barriers to entry; home-host governments; staffing, corporate ethics and social responsibility; and socio-cultural influences that bear on the management of the multinational enterprise.

Health Care Management Specialization Coursework (15 hours)

MGT212 Introduction to Health Care Management

MGT222 Human Resources Management

MGT225 Legal Aspects of Health Care Management

MGT310 Economics and Health Care Finance

MGT426 International Issues in Health Care Management

Learning Objectives

1) Students will be able to describe health care management concepts, including planning, evaluation, budgeting, marketing, government and regulatory oversight, and managing change. Student will be able to describe the laws and regulations that govern health care facilities and programs.

2) Students will have knowledge of economics, accounting, and finance principles applied to health care. Students will be able to develop budgets, detail capital expenditures, and evaluate the effectiveness of investments in terms of quality of health care delivery and financial returns.

3) Students will be able to describe emerging global issues in health care such as comparisons of international delivery systems, differential patient outcomes and quality, privacy, public health, and multicultural considerations.

Sports and Recreation Management Specialization Coursework (15 hours)

PED418 Organization & Administration of Physical Education & Sports

SMG210 Principles of Sports Management

SMG230 Governance & Ethics in Sports

SMG340 Facilities & Event Management

SMG380 Legal Aspects of Sports

Learning Objectives

- 1) Students will be able to demonstrate the fundamental structure of the sports industry and how to conduct an analysis of career opportunities, facilities, marketing, client retention, budgeting, accounting, fund raising and gender issues
- 2) Students will be able to discuss the structure of the sports industry, analyze career opportunities, facilities, marketing, client retention, budgeting, accounting, fund raising, gender issues, current issues, and organizational structure as related to various sport domains.
- 3) Students will demonstrate how personal ethics, professional ethics, and personal moral development is necessary for successful management of sport as well as details involved in the management operations of sport facilities.

All candidates for the Associates and Bachelor's of Business Administration degrees must:

- Have earned a high school diploma or GED within the United States of America and the student must show evidence of having done so.
- The Dean of the School of Business or Provost's office must approve bachelor's degrees or equivalent education that prepared the student for graduate studies.

After Acceptance

After formal acceptance to the *Associates or Bachelors' Degree Business Administration* program, candidates will be requested to provide:

- 1) The student (after earning 60 credits) must maintain a 2.0 cumulative GPA in order to remain in good academic standing.
- 2) The student must graduate with a cumulative GPA of 2.0 or higher.

Academic Good Standing

A student whose cumulative GPA falls below the minima stated above is subject to academic sanctions. Cumulative GPA is calculated at the end of each semester. If the student has less than the minimum cumulative GPA shown above, he or she will be placed on Academic Probation for

the next semester. If the student regains the minimum cumulative GPA by the end of the next semester, he or she will be removed from Academic Probation. If a student's cumulative GPA fails to achieve the criteria for Academic Good Standing by the end of the Academic Probation semester, the student will be:

- Continued on Academic Probation if the semester GPA meets the required criteria for Academic Good Standing;
- Continued on Academic Probation if the student has made significant progress, as determined by the Academic Standing Committee, toward Academic Good Standing; or
- Placed on Academic Suspension and not be allowed to enroll in courses for at least an academic semester.

GOOD ACADEMIC STANDING

The minimum cumulative GPA required for good academic standing varies according to the student's class level and program of study. Class level is based on the number of credit-hours earned. To remain in good academic standing, a student's cumulative GPA must be equal to or greater than the minimum for their respective class levels, as shown below:

Class Level	Total credit-hours earned (Including transfer cr.)	Min. Cumm. GPA
Freshman	0-30	1.6
Sophomore	31-60	1.8
Junior	61-90	2.0
Senior	91 or more	2.0

Masters of Business Administration Program Admission Requirements

All candidates for the *Masters of Business Administration* must:

- Have earned an undergraduate degree from a Council for Higher Education Accreditation (CHEA) School.
- The Dean of the School of Business or Provost's office must approve bachelor's degrees or equivalent education that prepared the student for graduate studies.
- Have a cumulative undergraduate GPA of 2.00 or higher.

After Acceptance

After formal acceptance to the *Master's Degree Business Administration* program, candidates will be requested to provide:

- 3) Official College or University transcripts send directly to the University Registrar's office in support of the student's prior undergraduate coursework within one semester of starting the program.
- 4) The student must maintain a 3.0 cumulative GPA in order to remain in good academic standing.
- 5) The student must graduate with a cumulative GPA of 3.0 or higher.

Master of Business Administration Core (27 hours)**

Salem offers the Master of Business Administration (MBA) degree program in both on campus and online using distance education methods

Graduates of the MBA will demonstrate the following:

- 1) Ability to integrate skills, concepts, and strategies for effective business leadership and management.
- 2) Technical competencies for succeeding in a global business economy.
- 3) Mastery of business vocabulary for effective communication in a global economy.
- 4) Mastery of the components of the essential elements of change management.
- 5) Ability to apply knowledge, skills, and abilities in solving business problems.

Core Courses:

ACC515 Accounting for Managers

BUS500 Applied Business Statistics

BUS699 Enterprise Strategic Planning and Change Management

ECO570 Managerial Economics

FIN560 Financial Management

MKT530 Marketing Management

BUS698 Directed Readings and Research

BUS554 Business Law

BUS600 Organizational Behavior, Leadership, and Ethics

Accounting Specialization Coursework (9 hours)

ACC551 Advanced Accounting

ACC553 Advanced Auditing

ACC556 Partnership Taxation

Learning Objectives

- 1) Students will be able to emphasize proper financial reporting while examining complex financial statements. Students will demonstrate techniques used within acquisitions and understand the effect on businesses and statements. Students will also be able to explain the framework necessary for governance in the 21st Century using the American Institute of Certified Public Accountants (AICPA) guidelines.

- 2) Students be able to explain advanced auditing concepts including the nature and theory surrounding the audit of financial statements with emphasis on the procedures and techniques. Students will also be able describe a framework for fraud detection with an emphasis on how such activity can be mitigated as well as how to minimization of malicious activity in a business environment
- 3) Accounting students will be able to describe business ethics and social responsibility within the context of commercial law as it applies to accountants and managers.

Finance Specialization Coursework (9 hours)

FIN510 Advanced Corporate Finance

FIN525 Applied Portfolio Theory

FIN540 Financial Analysis

Learning Objectives

- 1) Students will be able to explain quantifying risk and return trade-offs, with special emphasis on the Capital Asset Pricing Model (CAPM) and the cost of capital
- 2) Student will be able to explain the capital budgeting process and techniques, especially NPV and IRR
- 3) Students will be able to explain and discuss the optimum capital structure and discuss the role of dividends in finance

Project Management Specialization Coursework (9 hours)

BUS620 Foundations of Project Management

BUS621 Project Performance and Measurement

BUS633 Project Management and Budgeting

Learning Objectives

- 1) Master deployment of the tools of project management to craft strategies enabling organizations to align and attain strategic goals
- 2) Demonstrate critical thinking and decision-making based upon conceptual analysis capabilities to identify and explore complex business problems leading to development and proposal of project based solutions
- 3) Development and mastery of skills to manage highly productive teams and project process protocols effectively and efficiently

International Business Specialization Coursework (9 hours)

BUS640 International Law and Public Policy

BUS650 Global Business Operations

FIN520 International Finance

Learning Objectives

1) Students will gain knowledge of the legal aspects of bankruptcy, the principal and agency relationship, business formation, securities regulation, employment law, antitrust law, unfair trade practices and management/labor agreements. Students develop a broad understanding of the global legal, regulatory and public policy systems, and how they affect them as business managers and leaders. Businesses have become increasingly subject to international as well as local and national laws, regulations and public policies.

2) Students will be able to describe the impact of external and internal environments, the influence of cultural, social, political, legal, and economic factors affecting business operations, theories of trade and foreign direct investment, balance of payments account, economic integration, trade policies, foreign exchange transactions, contract terms, organizational structures and control of global operations, forms of business entry, including strategic alliances, joint ventures, and foreign direct investment, marketing, distribution, supply chain management, logistics, consumer behavior in international markets, global market extension, and positioning for competitive advantage

3) Students will understand the Chief Information Officer (CIO) role and understand how technology is used to improve business performance, both strategically and operationally. Students will have an understanding of the process of bringing people and organizations together for the purpose of achieving stated goals.

Sales Management Specialization Coursework (9 hours)

SAM605 Negotiations

SAM620 Sales Leadership

SAM625 Advanced Selling Techniques

Learning Objectives

1) Student will understand the application of the basic verbal strategies as a part of the process of negotiation.

2) Students will be able to define and recognize the underlying need for negotiations in multiple settings.

3) Student's will apply an approach to the negotiation process based on contacts needs.

Retail Management Specialization Coursework (9 hours)

RTM600 Principles of Retail Management

RTM601 Retail Operations and Purchasing

MKT600 Retail Sales Promotion

Learning Objectives

- 1) Student will gain knowledge of ethical and environmental issues and the challenges of retailing in today's competitive climate. Students will demonstrate learned concepts through use of the case study as a basic framework for analyzing the responsibilities and directives of the retail manager.
- 2) Students will demonstrate their proficiency managing the supply chain in terms of outsourcing and insourcing. Students will be able to describe and understand how much capital expenditure is appropriate given a competitive marketplace. Students will be shown how retail capital expenditures can be improved and managed.
- 3) students will be able to describe the fundamental aspects of food safety and management behavior in the food-service industry. Students will be able to describe the human resource, performance management and finance aspects of the industry

Engineering Management Specialization Coursework (9 hours)

BUS630 Foundations of Engineering Management

BUS631 Logistics Research and Design

BUS633 Project Management and Budgeting

Learning Objectives

- 1) Students be able to drive and manage complex engineering national, local, or global projects
- 2) Students will be able to lead organizations of complex engineering dynamics and large capital that has globally dispersed organizational structures.
- 3) Students will become avid problem solvers at any level with great ability to apply knowledge to interpret data analytics to enhance managerial decisions.
- 4) Students will be able to manage complex systems, project, or operations using both qualitative and quantitative analytics and modeling tools and perspectives.

Management Specialization Coursework (9 hours)

BUS633 Project Management and Budgeting

BUS660 Management Utilization of Technology

BUS670 Global Challenges of Communications and Human Resources Management

Health Care Management Specialization Coursework (9 hours)

HCM605 Introduction to Health Care Management, and Operations

HCM610 Health Care Law, Policy and Ethics

HCM625 Health Care Planning, Promotion, and Evaluation

Learning Objectives

1) Students will demonstrate understanding concepts in health care including market assessment, determination of health needs, systems analysis, business planning, leadership, law and government policy, marketing and sales, and strategic management.

2) Students will understand the role of law, policy, and ethics in health care management ;moral reasoning; ethical theories applied to health care policy at the local, state, and federal levels; and resolving ethical conflicts.

3) Students will understand comparisons of public and private enterprise methods of financial statement analysis; functional areas that define the core of human resource management; public health needs that call for intervention, the development of programs to meet these needs, and methods of evaluation to assess the effectiveness, efficiency, and equity of these interventions.

Sports and Recreation Management Specialization Coursework (9 hours)

SMG601 Economics of Sports and Recreation

SMG602 Sports and Recreation Finance

SMG604 Sports and Recreation Planning, Promotion, and Evaluation

Learning objectives

1) Students will demonstrate and be able to explain the economics and financial aspects of sports and recreation management. Student will be able to illustrate Supply and demand is related to the sports and recreation industries, focusing on applications such as: cost-benefit analysis, revenue generation, sport market structures, competition, partnerships, and alliances.

2) Students will demonstrate knowledge of governance within the context of business planning and policy. Students can describe the necessity of ethics and how such decisions are properly made as well as how policy should be developed.

3) Students can describe the models that are most effective in terms of planning, promoting and evaluating sport organizations. The course addresses sales and promotion methods within the sports industry. Students will be able to describe differences in marketing and promotion as well as understanding the establishing of a robust management campaign.

**When supported by *official* transcripts and course descriptions (if needed), transfer credit can be awarded for courses upon approval by the Dean of the Business School and University Registrar.

Business Administration Internships

Students who have earned at least thirty (30) relevant credits with a 2.5 grade point average are eligible to earn academic credit toward their business degree through participation in an internship. Students who wish to earn academic credit in this way must fill out appropriate forms for approval before beginning the internship. These forms include a Registration Form, Position Description Form, and an Agreement Form. In preparing the forms, the student must confer with the Dean or program director for approval. The University will not approve internships that may put the student's life in jeopardy. Salem faculty members evaluate the student's learning experience and assign the grade earned. The criteria for evaluation are established prior to the beginning of the internship. Each student must meet with the appropriate dean or director to discuss the requirements for documenting the learning experience via a portfolio and for earning academic credit.

Student Expectations

- Students are expected to be on time. Any unavoidable delays you may be experiencing for pre-arranged activities should be reported to his/her site supervisor as soon as possible.
- Students are expected to exhibit professional dress and behavior. Please know that this is often a requirement both in and out of a school and/or district setting.
- Students are expected to maintain professional relationships with staff and students both in and outside all educational settings. (Professional educators should use very careful consideration when communicating with colleagues, families, and students electronically. Media such as Facebook and text messaging are NEVER appropriate)
- Students are expected to participate in any professional activity requested by his/her site supervisor.

LiveText

Salem School of Business programs utilize the LiveText data management system. There is a direct link to LiveText in courses on Blackboard and LiveText can be accessed directly at www.livetext.com. Student access is good for 5 years. This time will extend beyond your tenure at Salem, and will remain a location for students to build a professional portfolio that can be used in future job searches upon graduation or program completion. Mrs. Pamela Schield serves as the university LiveText Coordinator. She can be reached at pschield@salem.edu or (304) 326-1327.

Learning Accommodations for Students

SERVICES FOR STUDENTS WITH DISABILITIES In conformance with the Americans with Disabilities Act of 1990 (ADA), Salem seeks to work collaboratively with students who identify themselves as having a disability as per the ADA and who are seeking academic adjustment or other accommodation. The university will seek to achieve mutual agreement on such requests in order to provide reasonable accommodation for disabilities that may negatively affect students' college education. It is the responsibility of the student to contact the Office of Student Advancement and Success (SAS) to supply written evidence prepared by a licensed professional with appropriate training and experience relevant to

the disabling condition and who has no relationship to the student. The SAS office will provide a checklist of required evidence for the student to submit. The Coordinator of Disability Services will determine the reasonable accommodation that can be offered and will document same with a Determination Letter that will be mailed to the student. If the student disagrees with the determination, he or she may initiate the standard complaint procedure. It is the student's responsibility to provide a copy of the Determination Letter to each of his or her faculty during the first week of a new class or prior to any assessments listed in the syllabus. If a faculty member does not receive a copy of the Determination Letter timely, he or she is not required to provide the academic adjustment or other accommodation.

Program Grading

The Salem School of Education has adopted the following requirements for graduate level course letter grade assignment:

100% - 90%	= A
89% - 80%	= B
79% - 70%	= C
69 % and below	= F

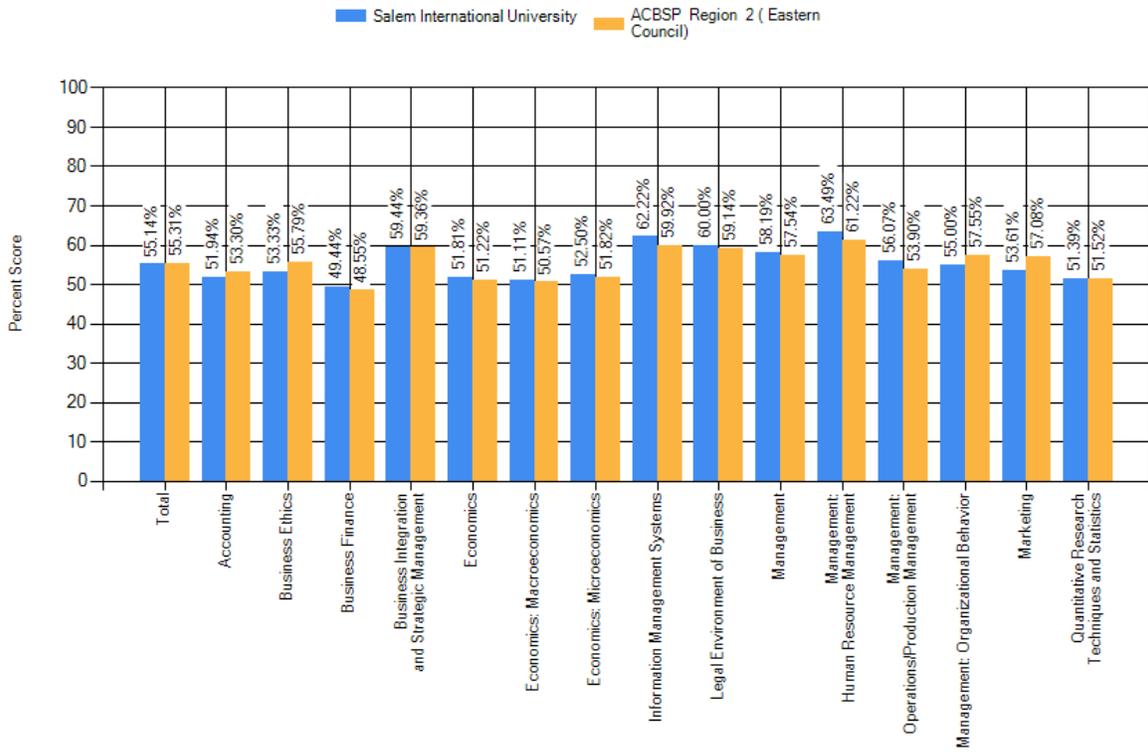
Students must maintain a cumulative grade point average (GPA) of 3.0. If a student's cumulative GPA falls below 3.0, then he/she will be placed on academic probation and financial aid warning.

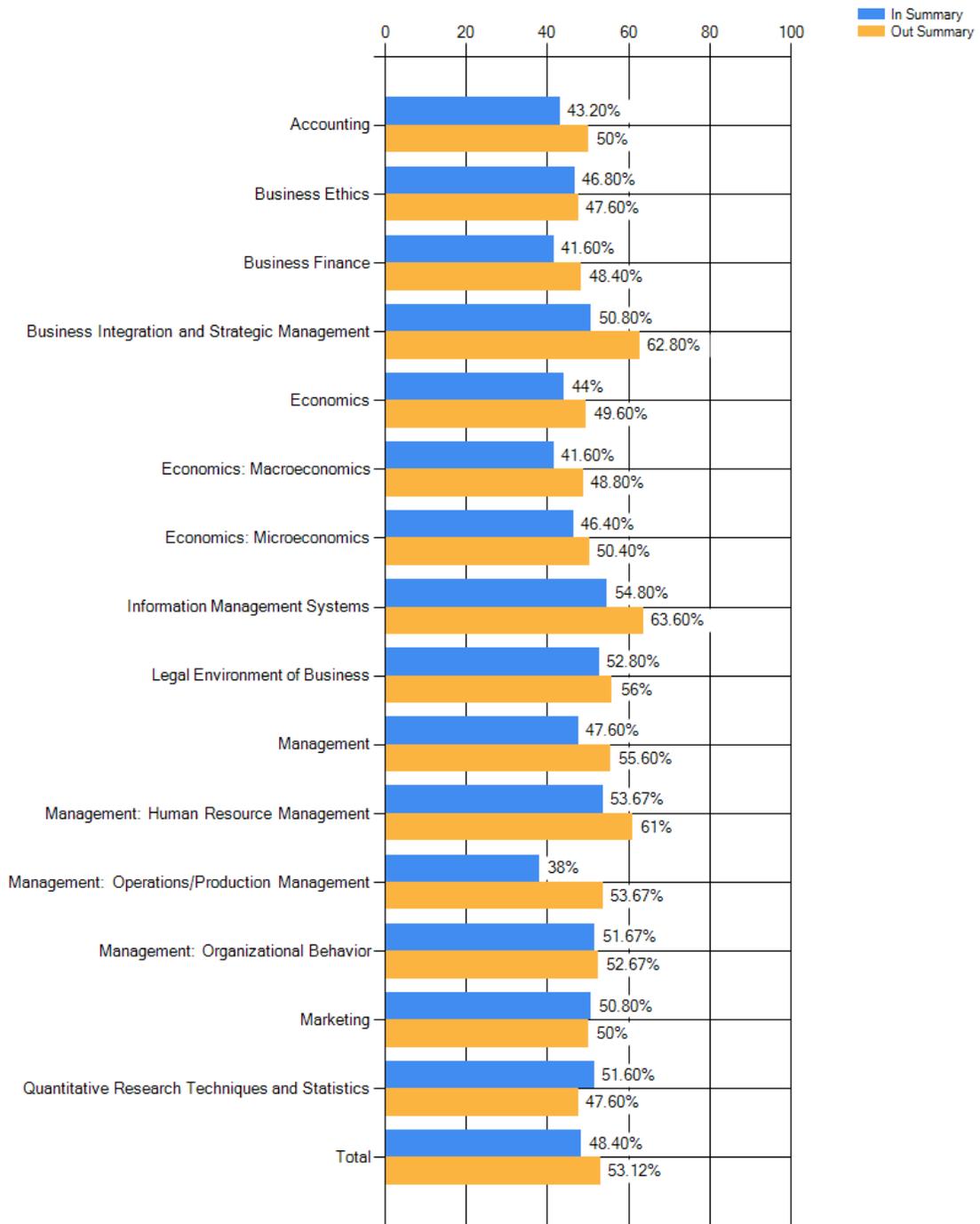
Incomplete Course Grades

A grade of "I" (Incomplete) awarded for any course indicates that the student was unable to complete the work or take the final examination because of illness or other causes that the student could not control. The request for an *Incomplete* must be formally made by the student and approved by the course instructor using the *Request for Incomplete* form before the end of course. Grades of "I" will be automatically converted to an "F" by the University Registrar after 90 days if official notification is not received from the course instructor indicating the requirements for the *Incomplete* have been met. An additional extension in time can be granted by the University Provost. An "I" is counted in credit hours attempted; however, it is not included in the calculation of the grade point average or total credit hours earned.

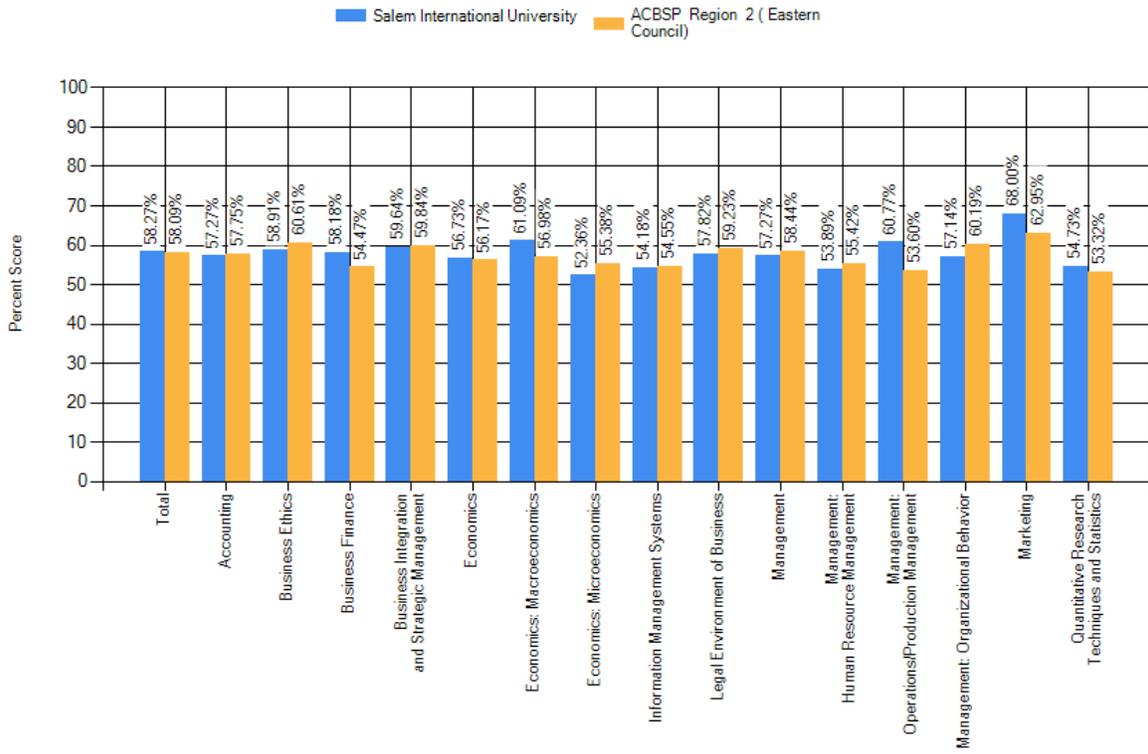
Student Results/Outcomes

Outbound Exam Results





BSBA -Inbound vs. Outbound Assessment



The MBA results are comparable to other MBA students according to *Peregrine* data for 2019-2020.