

C.1. CURRICULUM CONTENT

C.1.1: *Both undergraduate and MBA curricula should provide an understanding of perspectives that form the context for business. Coverage should include:*

- *ethical and global issues;*
- *the influence of political, social, legal and regulatory, environmental and technological issues; and*
- *the impact of demographic diversity on organizations.*

Adequate coverage of the important perspectives that form the context for business is provided in the COB curricula in both undergraduate and graduate degree programs. The Curriculum Committee, with membership from various business areas, is charged for the ongoing monitoring of the curricula to ensure the coverage of these perspectives. Individual faculty members are contacted by discipline coordinators (accounting, finance, management information systems, management, marketing, and economics) to get input on the curriculum and desired modifications each semester. The department heads and dean get formal and informal feedback from graduating seniors on the adequacy and currency of the curriculum. In addition, the Graduate Committee, on which the director of the graduate programs serves, is responsible for keeping the graduate curriculum updated and in compliance with the AACSB standards.

Information on the coverage of various perspectives in the BBA and the MBA curricula is provided in Table C.1.1-1 and Table C.1.1-2, respectively. Table C.1.1-1 displays the coverage of each perspective in the undergraduate courses offered in the COB and required of every business student. Table C.1.1-2 includes the seven core and 10 required courses required of all students in the MBA program. The extent of coverage is noted in three ways: major coverage of the course (M), extensive coverage defined as at least a full week of classes or multiple assignments (E), and some coverage defined as at least one 50-minute class period or assignment (S).

Both the undergraduate and graduate curriculum perspective matrices are based on input received from faculty surveys. The Curriculum Committee invited business faculty to fill in a survey instrument on the extent of coverage of each perspective in their respective courses. The discipline coordinators took the lead in the matter. Faculty members were requested to ensure that their responses were consistent with their course syllabus. These were reviewed by the faculty as a group and by the SER Taskforce, and then further adjustments were made to accurately reflect the coverage of the perspectives. The matrices reveal that the various perspectives (ethical, global, political, social, legal, environmental, technological, and diversity) are adequately represented in both undergraduate business and MBA degree programs.

**Table C.1.1-1
Coverage of Business Perspectives in the BBA Curriculum**

AACSB Content Area	Perspectives							
	Ethical	Global	Political	Social	Legal & Regulatory	Environmental	Technological	Demographic Diversity
GENERAL EDUCATION SUPPLEMENT IN COB								
PHIL 2023 Ethics*	M							
ECON 2113 Principles of Microeconomics		E	S	S	S	S		
ECON 2123 Principles of Macroeconomics		E	E	E	S			S
MISY 1013 Introduction to Computer Information Systems	S						E	
MGMT 2203 Leadership & Ethics in Business*	M			E				S
MGMT 3013 Business Statistics	S						S	
BUSINESS CORE REQUIREMENTS								
ACCT 2113 Financial Accounting	S		S		M		S	
ACCT 2123 Managerial Accounting	S	S			S		S	
FINA 2203 Legal Environment of Business	S	S	E	E	M	S	S	S
FINA 3103 Principles of Finance	S	S	S		S		S	S
MGMT 1013 Introduction to Business	E	S	S	S	S	S	S	S
MGMT 3103 Principles of Management	E	S	S	S	S	S	S	S
MGMT 4303 Strategic Mgmt. & Business Policy	S	S	S	S	S	S	S	S
MGMT 4333 Production & Operations Mgmt.		E		S	S	S	E	
MISY 3303 Business Communication	S	S	E	E	S	S	S	S
MRKT 3103 Principles of Marketing	S	S	S	S	S	S	S	S

*Students must take either MGMT 2203 or an ethics course in philosophy (PHIL 2023).

Note: S = some coverage of topic (at least equivalent to one 50-minute class period or assignment),
E = extensive coverage of topic (at least equivalent to a full week of classes or multiple assignments),
M = major component of the course.

**Table C.1.1-2
Coverage of Business Perspectives in the MBA Curriculum**

AACSB Content Area	Perspectives							
	Ethical	Global	Political	Social	Legal & Regulatory	Environmental	Technological	Demographic Diversity
CORE (PREREQUISITE) REQUIREMENTS								
ACCT 5003 Concepts of Accounting	S	S	S	S	E		S	S
ECON 5003 Concepts of Economic Analysis		S	E	E	E	S		
FINA 5003 Concepts of Finance	S	E			S		E	
FINA 5013 Legal Environment of Business	S	S	E	E	M		S	S
MGMT 5003 Concepts of Management*	E	S	S	S	S	S	S	S
MGMT 5113 Business Statistics								
MRKT 5003 Concepts of Marketing	E	E	S	E	E	S	S	E
MBA REQUIRED COURSES								
ACCT 5103 Managerial Accounting	S	S		S	S		S	
ECON 5103 Managerial Economics	S	E	S		E	E	S	
FINA 5103 Theory of Financial Management	S	E	S		E		E	
MGMT 5103 Organizational Behavior	E	S	S	S	S			S
MGMT 5123 Quantitative Analysis							E	
MGMT 5323 Strategy and Policy	S	S	S	S	S	S	S	S
MGMT 5433 Prod. & Operations Management		S				S	E	
MISY 5203 Managerial Communication	S	S	S	E	S	S	S	S
MISY 5513 Management Information Systems	S	S			S		E	
MRKT 5303 Marketing Management	S	E	S	E	S	S	E	S

*The course has been recently added based on the comments from the mock visit team.

Note: S = some coverage of topic (at least equivalent to one 50-minute class period or assignment),
E = extensive coverage of topic (at least equivalent to a full week of classes or multiple assignments),
M = major component of the course

C.1.2: Undergraduate Business Program

C.1.2.a: Each undergraduate curriculum should have a general education component that normally comprises at least 50 percent of the student's four-year program.

At Prairie View A&M University, general education consists of 42 SCH, including introductions to history, political science, and other sciences, in addition to mathematics and composition. As part of general education, business students must take PSYC 1113 (General Psychology) and MISY 1013

(Introduction to Management Information Systems) among other courses to satisfy the behavior/social science and computing requirements. General education is supplemented by an additional 21 SCH of general education supplement that includes courses in economics and statistics offered by the COB. Every business student seeking a BBA degree must take 30 SCH of COB courses regardless of their chosen major or area of specialization. Students take additional courses to satisfy their selected major or area of specialization within the BBA degree.

Table C.1.2.a-1 presents the BBA degree requirements classified into four areas—general education (42 SCH), general education supplement (21 SCH), business core (30 SCH), and major (30 SCH). Courses (63 SCH) in both General Education and General Education Supplement constitute the general education component. Thus, the above standard is satisfied since the general education component (63 SCH) comprises at least 50 percent of the 123 SCH required for the BBA program at Prairie View A&M University.

TABLE C.1.2.a-1
Bachelor of Business Administration Curriculum

Courses	General Education	General Education Supplement	Business Core	Major
ENGL 1123 & 1133	6			
SPCH 1003	3			
MATH 1113, 1153 & 2153	3	6		
SCIENCE	6			
HUM. & VIS. PERF. ARTS	6			
HIST 1313 & 1323	6			
POSC 1113 & 1123	6			
PSYC 1113	3			
PHIL 2023/MGMT2203		3		
ECON 2113 & 2123, ECON Elec.		9		
MISY 1013	3			
MGMT 3013 Statistics		3		
ACCT 2113 & 2123			6	
MISY 3303 Bus. Comm.			3	
FINA 2203 & 3103			6	
MGMT 1013, 3103, 4303, & 4333			12	
MRKT 3103			3	
MAJOR REQUIREMENTS				21-30
UNRESTRICTED ELECTIVES				0-9
TOTALS	42	21	30	30
TOTAL REQ. FOR BBA				123

C.1.2.b: The curriculum should include foundation knowledge for business in the following areas:

- **accounting,**
- **behavioral science,**
- **economics,**
- **mathematics, and statistics.**

As shown in Table C.1.2.b-1, more than half of the 123 SCH required in the BBA program address foundational knowledge in accounting, behavioral and social sciences, economics, and mathematics and statistics to some extent.

**Table C.1.2.b-1
Coverage of Skills and Foundations in the BBA Curriculum**

AACSB Content Area	Skills				Foundations			
	Written Communication	Oral Communication	Quantitative Analysis	Computer Usage	Accounting	Behavioral Science	Economics	Mathematics & Statistics
GENERAL EDUCATION & GENERAL EDUCATION SUPPLEMENT REQUIREMENTS								
ENGL 1123 Freshman Composition I	M							
ENGL 1133 Freshman Composition II	M							
SPCH 1003 Fundamentals of Speech Communication		M						
MATH 1113 College Algebra								M
MATH 1153 Finite Math								M
MATH 2153 Calculus for Bus/Soc/Life Sciences								M
ECON 2113 Principles of Microeconomics	S	S	S			E	M	
ECON 2123 Principles of Macroeconomics	S	S	S			E	M	
ECON (Elective)						E	M	
HIST 1313 The U.S. to 1876						M		
HIST 1323 The U.S.—1876 to Present						M		
POSC 1113 American Government I						M		
POSC 1123 American Government II						M		
PSYC 1113 General Psychology						M		
MISY 1013 Intro. to Computer Information Systems	S			M				
MGMT 2203 Leadership & Ethics in Business*	M	E						
MGMT 3013 Business Statistics	E	S	M	E				M

Table C.1.2.b-1 (cont'd.)

BUSINESS CORE REQUIREMENTS								
ACCT 2113 Financial Accounting	S		M	S	M			
ACCT 2123 Managerial Accounting	S	S	E	S	M			
FINA 2203 Legal Environment	S	S						
FINA 3103 Principles of Finance	S		E	S	E		S	
MGMT 1013 Introduction to Business	S	S				E		
MGMT 3103 Principles of Management	E	E		S		E		
MGMT 4303 Strategic Mgmt. & Business Policy	E	E				E		
MGMT 4333 Production & Operations Mgmt.	S	S	E	S				M
MISY 3303 Business Communication	M	M		E				
MRKT 3103 Principles of Marketing	S	S	S	S		M		

*Students must take either MGMT 2203 or an ethics course in philosophy (PHIL 2023).

Note: S = some coverage of topic (at least equivalent to one 50-minute class period or assignment),

E = extensive coverage of topic (at least equivalent to a full week of classes or multiple assignments),

M = major component of the course

The level of coverage of each foundational knowledge area is noted in Table C.1.2.b-1, using the three categories described before. Accounting is the primary theme of two courses (ACCT 2123 and 2123); behavioral science is the primary theme of six courses (HIST 1313 and 1323, POSC 1113 and 1123, PSYC 111, MRKT 3103); economics is the primary theme of three courses (ECON 2113 and 2123, one economic elective); mathematics and statistics are the primary themes of five courses (MATH 1113, 1153, and 2153; MGMT 3013 and 4333). Overall, business students at Prairie View A&M University are required to take 16 courses (48 SCH) that focus on at least one of the four foundational knowledge areas toward their BBA degree.

C.1.2.c: The business curriculum should include written and oral communication as an important characteristic.

Written and verbal communications are an important part of the COB curriculum. These are considered important skills, and with the support of the external constituents, the COB is constantly attempting to improve student skills in communication. General education and business core courses, as well as several courses in the various majors, provide opportunities for students to gain proficiency in oral and written communication skills. Table C.1.2.c-1 summarizes learning activities to improve written and oral communication in the undergraduate business degree program.

As part of the general education core, each business student must pass Freshman Composition I and II, and Fundamentals of Speech Communication—a total of nine SCH. These general education requirements provide the foundation for written and oral communication skills. The business core further reinforces these skills. As part of the business core, every student takes a course in MISY 3303 (Business Communication) taught by a business faculty member. This course specifically focuses on teaching students the development of sound business communications, the preparation of reports used in business, and the techniques of collecting, interpreting, and presenting information useful to management.

Additionally, many business faculty members focus on building student skills in writing and presentation in junior- and senior-level courses. Many of the business core and major courses provide ample practice of verbal communication in the form of individual or group presentations. The Center for Business Communication (CBC) was established in fall 2002 to reinforce and enhance the written and verbal

communication skills of business students through support from professional staff and tutors. Faculty can require students to visit tutors in the CBC to critique drafts of written assignments such as business letters, resumes, cover letters, essays, reports, outlines, book reviews, and research papers. The CBC assisted several hundred students to improve their writing during the past two academic years.

Table C.1.2.c-1
Emphasis on Written and Oral Communication in the BBA Curriculum

Courses	Written Comm.	Oral Comm.
<i>General Education & General Education Supplement</i>		
ECON 2113 Principles of Micro. Econ	EQ, PW, HW, QZ	CD
ECON 2123 Principles of Macro. Econ	EQ, PW, HW, QZ	CD
MISY 1013 Introduction to CIS	EQ, HW, QZ	
MGMT 2203 Lead. & Ethics in Bus.	EQ, CA	CD
MGMT 3013 Business Statistics	EQ, HW	CD
Business Core		
ACCT 2113 Financial Acct.	EQ, HW, QZ	
ACCT 2123 Managerial Acct.	EQ, HW, PW, QZ	CD
FINA 2203 Legal Environment	EQ, CA, QZ	CD
FINA 3103 Principles of Finance	EQ, HW, QZ	
MGMT 1013 Introduction to Business	EQ, PW, HW	CP, CD
MGMT 3103 Principles of Mgmt	EQ, PW, QZ	CP, CD
MGMT 4303 St. Mgmt & B. Policy	EQ, QZ, PW	CP, CD
MGMT 4333 Production & Op. Mgmt	EQ, HW, QZ	CD
MISY 3303 Business Communication	EQ, HW, PW, QZ	CP, CD, QZ, CA
MRKT 3103 Principles of Marketing	EQ, HW, CA, QZ	CD

Note: CP = class presentation (group presentation), CA = case analysis, PW = project and written report (research paper), EQ = examination questions, CD = class discussion (observation), QZ = quizzes, HW = homework

C.1.2.d: The school should state additional requirements for completion of the undergraduate business degree consistent with its mission. Majors or specializations should be consistent with the institutional mission and the availability of resources.

Beyond the coursework of 93 SCH in general education, general education supplement, and business core, business undergraduate students must complete between 21-30 SCH of coursework in their declared major, with a grade of C or better. Courses in the areas of specialization are designed to provide students with opportunities to learn current issues and topics in business and to prepare themselves for potential employment opportunities in the business world. Some of these courses are required, and a few are electives. The number of electives associated with a degree allows some tailoring of the program of study by the individual student. Service learning through internships is encouraged for all business students. Incentives exist for business undergraduate students to choose a double major or minor in another business area of study.

Except for accounting, each major within the BBA program allows a degree of flexibility in curriculum through elective courses. The choice of elective courses also creates some flexibility necessary for the deployment of faculty resources, and allows the College to take advantage of individual faculty expertise and the development of new course offerings.

Minor fields of study offered by the College of Business include accounting, business administration, economics, finance, international business, management information systems, marketing, and personal financial planning. Overall, students completing a BBA degree at Prairie View A&M University have an opportunity to choose from five majors and eight minor fields of study. This flexibility in specialization and course offerings caters to the intellectual curiosity and future professional career choices of students and is consistent with the COB mission—to provide a diverse student body with a business education that produces readily employable professionals who are productive, ethical, entrepreneurial, and prepared to succeed in a competitive global economy.

C.1.2.e: The school should require that at least 50 percent of the business credit hours required for the business degree be earned at the degree-awarding institution.

The COB section of the new 2005-2007 *Undergraduate Catalog* explicitly requires that business students complete at least 50 percent of the SCH required for their business degree in the COB at Prairie View A&M University. This statement was included in response to the recommendation made by the mock visit team to further reinforce this particular standard. The existing University residency requirements require that students must take at least 30 of the last 36 SCH at Prairie View A&M University. Since courses taken in the senior year tend to be upper-division business courses, the University residency requirements generally ensure that this standard is satisfied. However, it was felt the policy should be clearly stated.

According to the *Undergraduate Catalog*, the maximum number of courses that can be transferred from another four-year institution is 90 SCH (66 from a junior college). In every case, a grade of C or better is required for transfer credit. The grades in the transferred course are not reflected in the Prairie View A&M University GPA calculation.

C.1.3. MBA and Other General Management Master's Programs

The College of Business at Prairie View A&M University offers Master of Business Administration and Master of Science in Accounting degrees. The MBA degree requires a minimum of 36 SCH for students with a business undergraduate degree; the MSA degree requires a minimum of 30 SCH for students with an accounting undergraduate degree. The MSA is discussed in greater detail below (see section C.1.4 Specialized Master's Programs).

The MBA program at Prairie View A&M University has been operational since 1979. The program is designed to provide students who demonstrate sufficient academic potential with the opportunity to acquire the knowledge and skills necessary to succeed as managers and entrepreneurs. The program integrates the various business disciplines to provide the high-quality educational experience needed for managing a business. The aim of the program is to produce graduates who are capable of solving the problems of organizations in a dynamic national and global environment.

The MBA program does not require completion of a thesis at this time; it is designed primarily as a professional program rather than a program to prepare students for doctoral study. ECON 5103 (Managerial Economics) and MGMT 5433 (Production and Operations Management) have been offered online. Graduate faculty members are working to bring additional graduate business courses online starting with the core courses. Most faculty members teaching graduate courses use online resources (web assisted) to enhance their instruction. The Web CT platform adopted by the University allows

instructors to post online syllabi, course materials, and grades. It also allows the students to interact with faculty and fellow students in discussion forums and to take quizzes and exams over the Internet.

C.1.3.a: The curriculum should include instruction in the following core areas:

- ***financial reporting, analysis, and markets;***
- ***domestic and global economic environments of organizations;***
- ***creation and distribution of goods and services;***
- ***and human behavior in organizations.***

The MBA curriculum deals with the four foundational or core knowledge areas at two levels: MBA core (21 SCH) and required courses (30 SCH). The courses in the MBA core are designed to ensure that the students in the program are equipped with the appropriate level of educational background in the four foundational knowledge areas, prior to taking the required MBA courses. The appropriate level of educational backgrounds can be established in one of three ways: taking undergraduate or graduate courses whose contents are equivalent to those in the MBA core, passing an exemption examination in the relevant foundational knowledge area, or taking courses in the MBA core. In the required courses, the four foundational (core) knowledge areas are extensively explored in several courses. Table C.1.3.a-1 displays the extent of instruction in the four core knowledge areas in the entire curriculum using the three categories used before.

Financial reporting, analysis, and markets is the primary theme of four courses (ACCT 5003 and 5103; FINA 5003 and 5103); domestic and global economic environments of organizations is the primary theme of two courses (ECON 5003 and 5103); creation and distribution of goods and services is the primary theme of four courses (ECON 5003, MRKT 5003 and 5303, MGMT 5433); human behavior in organizations is the primary theme of two courses (MGMT 5003 and 5103). Accordingly, MBA students at Prairie View A&M University are exposed to the four foundational (core) knowledge areas in six courses (18 SCH) in the core, and in another six courses (18 SCH) in required courses (beyond the Core) to satisfy this particular standard.

**Table C.1.3.a-1
Coverage of Skills and Core Areas in the MBA Curriculum**

AACSB Content Area	Skills				AACSB Core Areas			
	Written Communication	Oral Communication	Quantitative Analysis	Computer Usage	Financial Reporting, Analysis & Markets	Domestic and Global Economic Environment	Creation and Distribution of Goods and Services	Human Behavior in Organizations
CORE (PREREQUISITE) REQUIREMENTS								
ACCT 5003 Concepts of Accounting	S		E	S	M			
ECON 5003 Concepts of Economic Analysis	S	S	E	S	S	M	M	
FINA 5003 Concepts of Finance	E	S	E	E	M			
FINA 5013 Legal Environment of Business						S		S
MGMT 5003 Concepts of Management*	S	S		S				M
MGMT 5113 Business Statistics	S		M	E	S			
MRKT 5003 Concepts of Marketing	S	E	S	S			M	
MBA REQUIRED COURSES								
ACCT 5103 Managerial Accounting	S	S	E	S	M			
ECON 5103 Managerial Economics			E		S	M	E	
FINA 5103 Theory of Financial Management	S	S	E	E	M	S		
MGMT 5103 Organizational Behavior	E	E		S		S		M
MGMT 5123 Quantitative Analysis	S		M	E				
MGMT 5323 Strategy and Policy	E	S	S	S	S	E		E
MGMT 5433 Prod. & Operations Management	S		E	S			M	
MISY 5203 Managerial Communications	M	M		E				E
MISY 5513 Management Information Systems	E	E	S	M	E			
MRKT 5303 Marketing Management	E	E	E	E		S	M	

*The course has been recently added based on the comments from the mock visit team.

Note: S = some coverage of topic (at least equivalent to one 50-minute class period or assignment),
E = extensive coverage of topic (at least equivalent to a full week of classes or multiple assignments),
M = major component of the course

A student with an undergraduate background that includes subject content equivalent to courses in the MBA core may be exempted from a few selected core courses. Specific course requirements for each student are determined during the admission process, which includes a complete review of transcripts of previous academic coursework.

C.1.3.b: The MBA curriculum normally should require a minimum of 30 semester hours beyond the MBA core areas (C.1.3.a). A minimum of 18 hours is required in courses outside the area of specialization, if any.

As shown in Table C.1.3.b-1, the MBA program requires 36 SCH of graduate-level coursework, composed of 30 SCH of required courses and 6 SCH of electives beyond the 21 SCH core courses. Therefore, this standard is satisfied. The second part of this standard does not apply since the MBA program currently does not offer any tracks or areas of specialization. The Graduate Committee in the future may consider adding a specialization in international business or another subject. If this happens, the College would ensure the second part of this standard is met.

**Table C.1.3.b-1
MBA Curriculum**

COURSES	CORE*	REQUIRED	ELECTIVE
ACCT 5003 Concepts of Accounting	3		
ECON 5003 Concepts of Economics	3		
FINA 5003 Concepts of Finance	3		
FINA 5013 Legal Environment of Business	3		
MRKT 5003 Concepts of Marketing	3		
MGMT 5003 Concepts of Management*	3		
MGMT 5113 Business Statistics	3		
ACCT 5103 Managerial Accounting		3	
MISY 5203 Managerial Communication		3	
MISY 5513 Managerial Info. Sys.		3	
ECON 5103 Managerial Economics		3	
FINA 5103 Financial Management		3	
MGMT 5103 Organizational Behavior		3	
MGMT 5123 Quantitative Analysis		3	
MGMT 5433 Production & Operations		3	
MGMT 5323 Strategy & Policy		3	
MRKT 5303 Marketing Management		3	
FINA 5313 Investment Management			3
ECON 5313 International Trade			3
FINA 5333 International Finance			3
MGMT 5343 Human Resources			3
MGMT 5613 Special Topics			3
MGMT International Marketing			3
MGMT 5353 Entrepreneurship			3
TOTAL	21	30	6

* The 2005-2007 *Catalog* adds a new course, MGMT 5003 Concepts of Management, to the MBA core. This increases the MBA core hours from 18 to 21 SCH. The course was introduced in response

to a suggestion made by the mock visit team to strengthen the core knowledge coverage in this part of the program.

C.1.3.c: Basic skills in written and oral communication, quantitative analysis, and computer usage should be achieved either by prior experience and education, or as part of the MBA curriculum.

Basic written and oral communication, quantitative analysis, and computer usage skills are normally developed by the undergraduate curriculum. Students seeking admission to the MBA program must present evidence of a bachelor's degree, or equivalent, as part of the application process. The expectation is that students will present evidence of courses in English composition and speech, mathematics, statistics, and computer applications. Table C.1.3.c-1 describes the basic skill sets critical to success in the MBA program.

**Table C.1.3.c-1
Undergraduate Coursework Evidence of Basic Skills**

Basic Skills	Typical Coursework	PVAMU Equivalent Courses
Written Communication	Composition I and II Business Communication	ENGL 1123, ENGL 1133, MISY 3303
Oral Communication	Fundamentals of Speech	SPCH 1003
Quantitative Analysis	Basic Mathematics and Statistics	MATH 1113, MATH 1153, MATH 2153, MGMT 3013
Computer Usage	Computer Applications	MISY 1013

Students interested in the MBA program must demonstrate their English language proficiency by submitting a 1,000-word essay that describes why they are interested in a graduate degree in business. International students must also submit Test of English as a Foreign Language (TOEFL) scores of 550 or better for admission to the MBA program. In addition, Table C.1.3.a-1 details how the College of Business MBA program curriculum reinforces student skills in writing, speech, quantitative analysis, and computer usage.

C.1.3.d: Each school's curriculum planning process should set additional requirements consistent with its mission and goals. The program also should allow adequate elective material for reasonable breadth.

The overall curriculum planning process in the COB is described in detail in Section C.2 and Exhibit C.2.1.a-1. The business faculty as a whole has primary responsibility for the curricula. However, the Graduate Committee has responsibility for monitoring the various curricula and for the formal processes for modifications in the graduate curriculum. For curriculum changes in the graduate programs (MBA and MSA), the Graduate Committee works with the graduate faculty, the College Curriculum Committee, and the discipline coordinators.

The MBA program allows a student to take two elective courses or six SCH from a wide range of course offerings. The MSA program curriculum allows students to take three elective courses, or nine SCH. Given the small size of these two programs, neither program currently supports a track or specialization. However, the choice of elective courses allows adequate breadth and flexibility for the student learning experience.

C.1.3.e: The curriculum should integrate the core areas and apply cross-functional approaches to organizational issues.

Integration of the curriculum at the graduate level is an important goal. The curriculum has been designed to ensure such integration. The MBA degree program includes a capstone course with the formal role of providing an integrative learning experience in the functional business areas. For example, the specific purpose of MGMT 5323 (Strategy and Policy) is to provide the student with a capstone integrative experience. The course description in the *Catalog* reads, “This course is the MBA capstone which synthesizes and integrates material from the various functions of business as it presents itself to organizational strategic managers.”

The existence of the capstone course in the MBA curriculum does not preclude other courses from providing additional integrative learning experiences. Several business professors use *The Wall Street Journal* and *Business Week* to offer a cross-functional approach to teaching organizational and management issues. Another pedagogical approach employed to achieve an integrative experience is using team-based business plans or case studies (ACCT 5103, Managerial Accounting; MGMT 5353, Entrepreneurship).

C.1.4. Specialized Master’s Programs

The College of Business administers the Master of Science in Accountancy degree under the auspices of the Graduate College. The MSA degree is designed to provide advanced accounting preparation for careers in public, private and governmental accounting. The program prepares students to succeed in the Uniform CPA Examination administered by the Texas State Board of Public Accountancy. This degree program was introduced in fall 2003. Since the MSA degree program is designed to meet the needs of the working professional, courses are offered in the evening and on weekends on the main campus and the Northwest facility.

C.1.4.a: Specialized master’s programs should prepare students who seek specialized roles in business, management, and related professions.

The Texas Higher Education Coordinating Board approved the Master of Science in Accounting degree program in 2003. The MSA degree program was designed to accomplish the following objectives:

- 1) to provide advanced training in accounting to equip accounting professionals for careers in public, private, and governmental accounting;
- 2) to prepare students to succeed in the Uniform CPA Examination administered by the Texas State Board of Public Accountancy; and
- 3) to prepare outstanding students to pursue doctoral degrees in accounting or careers in teaching.

C.1.4.b: Normally, each specialized master’s program should require a minimum of 30 semester hours, of which at least 12 should be in the area of specialization.

As shown in Table C.1.4.b-1, the MSA program requires extensive undergraduate preparation to ensure success in graduate studies. This preparation normally results from an undergraduate bachelor’s degree in business with a major in accounting. If the student has a non-accounting bachelor’s degree, the program requires core courses up to a maximum of 18 SCH.

**Table C.1.4.b-1
MSA Curriculum**

COURSES	CORE	REQUIRED	ELECTIVE
ACCT 2113 Financial Accounting	3		
ACCT 2123 Managerial Accounting	3		
ACCT 3213 Intermediate Accounting I	3		
ACCT 3223 Intermediate Accounting II	3		
ACCT 3333 Federal Income Tax I	3		
ACCT 4223 Auditing	3		
ACCT 5113 Advanced Auditing		3	
ACCT 5123 Accounting Information Sys.		3	
ACCT 5133 Accounting Managerial Dec.		3	
ACCT 5143 Accounting Theory		3	
ACCT 5153 Seminar Tax		3	
ACCT 5163 Law & Ethics		3	
MISY 5203 Managerial Communication		3	
MISY 5513 Managerial Information Sys.			3
ECON 5103 Managerial Economics			3
ECON 5313 International Trade			3
FINA 5103 Financial Management			3
FINA 5313 Investment Analysis			3
FINA 5333 International Finance			3
MGMT 5123 Quantitative Analysis			3
MGMT 5343 Human Resources			3
MGMT 5353 Entrepreneurship			3
MGMT 5433 Production & Operations			3
MRKT 5303 Marketing Management			3
MRKT 5313 International Marketing			3
TOTAL	18	21	9

Students with adequate prior preparation take 30 SCH of graduate coursework to complete the MSA degree. Of the 21 SCH of required courses, 18 SCH are in accounting. Given the size of the program, there is no sub-specialization within the accounting program.

C.1.5. Doctoral Programs

The College of Business at Prairie View A&M University does not presently offer a doctoral program.

C.2. CURRICULUM PLANNING AND EVALUATION

C.2.1. Curriculum Planning

C.2.1.1.: The curriculum for each degree program should be the result of a curriculum planning process and should be consistent with the school's mission.

The Curriculum Planning Process

The academic programs offered by the College of Business are fully consistent with the missions of the University and the College. Furthermore, the business curriculum is in compliance with state requirements in higher education. The curriculum is sensitive to the context of contemporary business.

The College faculty as a whole has primary responsibility for the curriculum. However, the Curriculum Committee and the Graduate Committee are primarily responsible for monitoring the various curricula and for implementing the formal process of curricular change.

Curriculum Change and Review Process

The faculty in the College of Business has developed curricula that are flexible and that adjust to changes in the business environment.

Each discipline is represented by a discipline coordinator responsible for serving as the link between the faculty and the department head on curriculum issues. Another responsibility of the discipline coordinator is to meet regularly with faculty to discuss curriculum matters such as the possible revision of the course learning objectives (instituted for each core course), the adoption of new courses, course scheduling, and course abandonment. The discipline coordinator leads discussions of course content and coverage of specific topics as necessary.

During the 2003-2004 academic year, the faculty developed and adopted a common syllabus format for the College of Business. Subsequently, a plan for monitoring the effectiveness of curricula was developed and adopted. Formal procedures for approving new courses and programs were developed and adopted in 2004-2005 along with a New Course Proposal Form. When a potential new course has been identified, a petition using the New Course Proposal Form is submitted. This form specifies the new course description and objectives, course justification, course integrity, and budgetary implications. Exhibit C.2.1-1 illustrates the procedures for approving a new course or program.

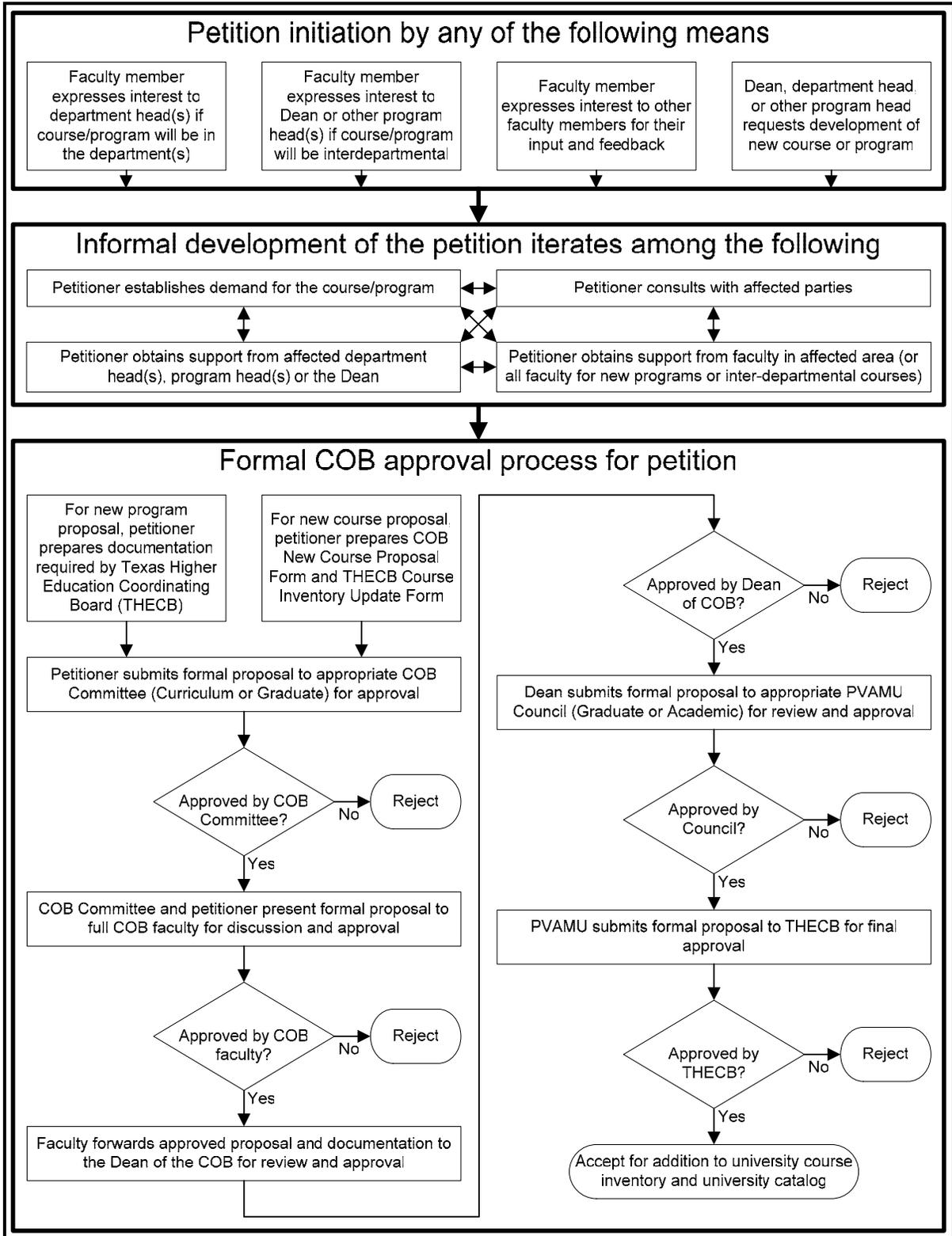
The curriculum review and change process draws on results of assessment activities and feedback from stakeholders. A wide variety of input perspectives are solicited from constituents and are used to ensure the curriculum is of high quality and is responsive to changes in trends in business management education and in the economy.

The College received approval from the University Academic Council to offer two new minors in international business and personal financial planning, starting in the fall 2004 semester. A new course, Leadership and Ethics in Business, was approved and has been offered since the fall 2004 semester. This course was developed in response to recent corporate ethical scandals, faculty perception that business students should be prepared to deal with ethical dilemmas in the workplace, accreditation considerations, and demand from constituents.

Two new courses in international business and entrepreneurship have been approved for the MBA program. Since spring 2003, the entrepreneurship course has been taught as an elective with great success

as a special topics course. The Curriculum Committee has been requested to consider developing a freshman-level professional development course that would be mandatory for all business majors. This is in line with the revised mission that mentions the College's commitment to produce graduates who are readily employable. The Committee is also considering a fundamentals of economics course for non-business students. Lastly, a pilot program to offer "honors" sections of a number of business courses was launched in spring 2005 semester. A Principles of Macroeconomics section was offered as an honors section, with 20 students only and a high emphasis on building students' writing skills.

Exhibit C.2.1-1 New Course/Program Approval Process



C.2.2. Monitoring of Programs for Effectiveness

C.2.2: Each degree program should be systematically monitored to assess its effectiveness and should be revised to reflect new objectives and to incorporate improvements based on contemporary theory and practice.

The College of Business has implemented a plan for the collection of input from various stakeholders using questionnaires on the effectiveness of programs offered by the College. These stakeholders include alumni, Dean's Advisory Board members, recruiters, the College of Business faculty, and current College of Business students. All the information collected from the stakeholders is reviewed each fall semester during the COB retreat.

The international business minor has been recently approved. The international courses offered in various functional areas—international business, international finance, international trade, and international marketing—are being updated to include adequate coverage on Mexico, NAFTA, and, more broadly, Latin America. This is largely achieved through the expansion and revision of existing curricula.

Graduating seniors in all business majors are given the Major Field Test (MFT) in business. Produced by the Education Testing Service, this exam has been administered to graduating students in business each spring for the past four years. Nationally, the MFT is administered to roughly 30,000 students in 130 participating institutions each year. The results of the tests are monitored, analyzed and shared with department heads and faculty members. These results have generally guided several academic policy and curricular changes in the College of Business. For example, the test results have motivated faculty to adjust coverage in some principle-level courses. The business faculty has studied the MFT sample test to determine the type of critical thinking skills emphasized by the MFT test questions. The motivation to establish the Center for Business Communications partly come from a shared belief that writing is an important tool for enhancing critical thinking skills. There has been discussion of strengthening the capstone course to give graduating seniors a greater integrative experience. An analysis showed that students performing poorly in the MFT also had low SAT scores. This motivated the increase in admission standards.

Partly motivated by the desire to continue with the MFT and strengthen the management processes of assessment efforts, the position of a COB assessment coordinator was created in spring 2005. This faculty member, with a reduced teaching load, will oversee the planning and implementation of assurance of learning (AOL) efforts in the College, including the course-embedded assessment, the MFT, and the Educational Benchmarking, Inc., survey. In the future, the Curriculum Committee plans to continue to monitor the results of these assessment instruments to identify improvement, recommend revisions in curriculum, and recommend other steps to improve student learning.

The COB graduating students participate in the EBI survey of academic experience each spring semester. The data are reviewed by the entire faculty and by individual committees (Student Committee) for feedback and recommendations for action. The Business Council chaired by the dean evaluates the Committee recommendations for appropriate action. Table C.2.2-1 shows how the EBI survey results have been used in recent years to guide improvements in the COB.

Table C.2.2-1
EBI Survey Results—Closing the Assessment Loop

Issues	Actions Taken	Additional Recommendation
Teaching International Business	Creation of the international business minor	Send more instructors for training offered by CIBERs for teaching and research on international business
Quality of Classrooms	New furniture (tables, chairs, desks, and lab chairs), new technology (Elmo, overhead projectors, etc.), and new whiteboards	Secure new building space (including classrooms) for the Department of Management and Marketing in fall 2005
Advising	Fall 2004 pre-registration student survey reveals a 91.5% “highly satisfactory” rating by respondents	Assign students to faculty advisors by major to utilize the expertise of faculty in their specific field; create position for a full-time advisor
Insufficient Computer Labs	New full-time computer systems person hired; student monitors hired; new computer lab added with 35 computers.	Increase lab hours; consider weekend lab hours; increase access to other labs
Some Dissatisfaction with the Quality of Fellow Students	Higher admission standards to COB have been implemented; guidelines for classroom behavior developed; a writing intensive honors section offered as a pilot.	Create the pilot honors program; insist students purchase books; emphasize reading
Quality of Faculty and Instruction	New faculty hires; emphasis on training (teaching seminars); pilot honors program	Survey students to pinpoint dissatisfaction
Too Few Hours Spent Studying	Faculty encouraged to raise standards; encourage students to take advantage of tutorial services; emphasis on work ethics	Include the “study rule of thumb” on all COB syllabi (minimum of one hour of study per hour spent in class per day)
Placement and Career Services	New staff for recruitment and retention hired; the restructuring will allow staff to give more attention to student placement; COB Career fair and BEEP strengthened; new fee for the placement officer	Investigate the possibility of an alumni mentor program (1-2 undergrads per alum); develop an up-to-date alumni database; determine placement statistics per major with a focus on developing specific skills required in most heavily recruited disciplines

In fall 2003 and spring 2004, the COB faculty began the process of strengthening the assurance of learning. Following a workshop on course-embedded assessment given by a former dean of Texas A&M University-Commerce, the business faculty worked on a set of learning objectives for each course in the business core under the leadership of the Instructional Resources and Responsibilities Committee. This was implemented in spring 2004. The entire faculty body voted to approve a document on assessment of learning in a meeting in May 2004. Data on student learning were collected and tabulated for many business core courses offered in the spring and fall 2004 semesters. These are being shared with the department heads and discipline coordinators, and discussed in the Curriculum Committee. Once the process is fully implemented, the aggregated data will be shared with all faculty members to identify weak spots each semester. Steps will be taken to improve student learning wherever weaknesses exist.

Table C.2.2-2
COB Assessment Efforts—Closing the Loop

Assessment Instrument	Date(s)	Closing the Loop
ETS Major Field Test in Business	Spring 2002, 2003, 2004, 2005	<ul style="list-style-type: none"> • Results analyzed and shared with faculty committees • Discussed in faculty meetings • Curriculum changes made for improvement • Policy changes made for improvement
EBI/AACSB Surveys of Academic Experience	Spring 2002, 2003, 2004, 2005	<ul style="list-style-type: none"> • Results analyzed and shared with faculty committees • Discussed in faculty meetings • Policy changes made in response to these results
Course-Embedded Assessment of Core Business Courses	Spring 2004, fall 2004, spring 2005	<ul style="list-style-type: none"> • Results collected each semester and tabulated • Results shared with faculty committees • Curriculum Committee and discipline coordinators asked to monitor and recommend interventions, when necessary • Process is new and ongoing
Advising Satisfaction Survey	Each semester during the advising period	<ul style="list-style-type: none"> • Results of the anonymous survey tabulated and shared with all faculty members • Used for evaluation and improvement • Policy changes made as a result of student changes (web registration, specific faculty advisor, professional advisor)
Student Evaluation of Teaching (SOS)	At the end of each regular semester; all courses	<ul style="list-style-type: none"> • The computerized instrument is sent to University Institutional Research and results shared with each faculty • The COB open-ended instrument collected and later shared with faculty • Both results used in evaluation of teaching effectiveness, planning, and policy changes
New Faculty Orientation Survey	Fall 2003, fall 2004, spring 2005	<ul style="list-style-type: none"> • Given to new faculty after all the elements of their orientation are over • Results shared with department heads for improving the orientation process

Closing the Loop

In the Accreditation Plan prepared in summer 2002 several weaknesses were identified in the area of curriculum. The table below shows how the College has strengthened these issues to meet the standards in curriculum content and evaluation.

Weaknesses Identified in the Accreditation Plan (Summer 2002)	Current Status (Summer 2005)
Lack of Standardization of content coverage of multi-section courses	Discipline coordinators have been appointed to work with faculty and department heads on assessment and content coverage; in some disciplines, faculty use a common final exam in multi-section courses. All core courses have common learning goals developed by the faculty and used to assess learning.
Insufficient coverage of diversity, political, social, regulatory, communication, global, and ethical issues	These topics are now adequately covered. The perspective matrix identifies the courses where these subjects are covered. The new core course, <i>Leadership and Ethics</i> , covers many of these issues.
No established planning process to assure that the curriculum for each major accurately reflects the College's mission	Several majors and the graduate curriculum have been extensively reviewed. Necessary changes have been introduced. The MIS faculty recently implemented an extensive review and modernization of the MIS curriculum to reflect the mission of preparing students with marketable skills.
Lack of integration within the curricula	Besides the capstone course, integration of the functional disciplines takes place in several courses in the undergraduate and graduate programs. Several faculty use business plans, case studies, <i>Business Week</i> , and <i>The Wall Street Journal</i> for integration.

Evidence of Continuous Improvement

In recent years, the undergraduate and graduate curricula have been considerably strengthened. The College believes that high-quality programs and processes in place to ensure continuous improvement in the curricula. A few highlights are presented below:

- The admission standards have been strengthened with a two-step process that would eventually require all students interested in studying business to first satisfy the minimum requirements, including a GPA of 2.30, before being formally admitted.
- All courses in the BBA program were thoroughly reviewed in the 2002-2003 academic year for content, prerequisites, and duplications with feedback from the Advisory Board. Discipline coordinators have been appointed with the explicit task of calling at least one meeting each semester to discuss curriculum issues.
- In line with the mission, new minors in personal financial planning and international business have been introduced.
- New courses in leadership and ethics (fall 2004), entrepreneurship (fall 2005), and other areas have been added, reflecting changes in the business world, the COB mission, and accreditation standards.

- After a training workshop on course-embedded assessment in fall 2003, faculty approved an Assessment Plan that has been implemented over the last three semesters. A set of common learning objectives for each business core course has been developed, and faculty are expected to use them to assess student learning. The data generated are used to monitor and affect change for needed improvements in student learning.
- A new position called assessment coordinator has been created with the task of working with the Curriculum Committee and department heads to optimize the assessment activities (Major Field Test, EBI survey, and course-embedded assessment) in the COB.

Future Plans

- Over the next five years, the College of Business will continue its efforts in offering the best possible curricula for business students.
- The COB will consider implementing a new minor in supply chain management, new majors in international business, and an international business track in the MBA program.
- The COB will continue participation in the EBI surveys on student academic experience as a source of input for policy changes to improve student experience.
- The COB will evaluate the BBA, MBA, and MSA programs in the light of the new Assessment of Learning standards and will optimize the course-embedded assessment, the Major Field Tests, and the EBI surveys to maximize student learning and improve programs.
- The COB will implement the EBI survey of alumni and employers. These surveys will provide valuable information on the currency and appropriateness of the curricula.
- The COB will submit a grant proposal to the Department of Education's Business International Education program to renew the existing grant (2004-2006) with focus on Africa or China. The COB will continue to build study abroad programs and field trips with overseas universities for exposure and experiential learning opportunities.
- The COB will consider developing and offering a freshman orientation course and graduate courses in international accounting and in leadership and ethics.
- The COB will work to increase writing across the curriculum and to increase the integration of the undergraduate and graduate curricula.
- The COB will expand the COB honors program and increase participation in the University honors initiatives to challenge the current business students and to attract an increasing number of academically talented students to the study of business.