

September 29, 2011

On the following pages are selected items that we report to ACBSP annually. The data reflect a portion of our assessment relevant to key stakeholders (e.g. students, alumni, employers, and faculty).

You are welcome to view the entire report in the Dean's Office at any time. You are also welcome to send specific questions or comments regarding the report to the dean directly at (405) 878-3254 or david.houghton@okbu.edu

Sincerely,

David C. Houghton, Ph.D.
Dean, Paul Dickinson College of Business

Accreditation Council for Business Schools and Programs (ACBSP)
Quality Assurance (QA) Report
for
Baccalaureate/Graduate Degree Programs
Current as of September 2011

Overview (O)1. Complete all information requested.

Submit your report as an attachment to reports@acbsp.org on or before February 27th or September 30th.

This report should be limited to maximum of 50 pages. The average length of most good reports is 30 pages. To help reduce the page numbers you can remove the ACBSP examples used in this report template to help you complete the report.

O2. Institution Name: Oklahoma Baptist University Date 9/29/2011
Address: 500 West University; Shawnee, OK 74804

O3. Year Accredited/Reaffirmed: 1995/2006 This Report Covers Years: 2010-2011

O4. List All Accredited Programs (as they appear in your catalog):
Bachelor in Professional Accountancy (BPA)
Bachelor in Professional Accountancy – Interdisciplinary (BPA)
Bachelor of Business Administration (BBA) with emphasis in:
Computer Information Systems
Finance
International Business
Management
Marketing

O5. List all programs that are in your business unit that are not accredited by ACBSP and how you distinguish accurately to the public between programs that have achieved accredited status and those that have not.

The OBU MBA Program was launched in February 2007 and is accredited by the Higher Learning Commission. ACBSP Accreditation will be sought in 2015 when our reaffirmation is scheduled. The MBA website and promotional materials indicate that it is accredited through HLC. ACBSP is not mentioned on the website or promotional materials for the MBA program.

O6. List all campuses that a student can earn a business degree from your institution:

OBU business programs accredited by ACBSP are only offered on the main (Shawnee) campus in a face-to-face format. (The MBA program is offered in Oklahoma City)

O7. Person completing report Name: David Houghton

Phone: 405.878.3254

E-mail address: david.houghton@okbu.edu

ACBSP Champion name: David Houghton

ACBSP Co-Champion name: _____

O8. Conditions/Notes/Opportunity for Improvement (OFI) to be Addressed

Please explain and provide the necessary documentation/evidence for addressing each condition/note/OFI since your last report.

Are you requesting the Board of Commissioners to remove notes or conditions (attach appendix to QA report to justify the removal): Yes

Remove Note: NA

Remove Condition: Standard 4

Do not remove note or condition. Explain the progress made in removing the note or condition: _____

O9. The business unit must routinely provide reliable information to the public on their performance, including student achievement.

Describe how you routinely provide reliable information to the public on your performance, including student achievement.

Information is given to our Admissions Officers annually so that they can communicate our performance to prospective students. Information is given to the Business College's Board of Executives at its semi-annual meeting. A PDF report is provided on the OBU website in the Paul Dickinson College of Business section.

Note: This requirement can be addressed in Standard #4, Criterion 4.5 and Standard #6, Criterion in 6.2.2.

Standard #1 Leadership

Organization

- a. List any organizational or administrative personnel changes within the business unit since your last report.

David Houghton was appointed as the college's dean in August 2010.

- b. List all new sites where students can earn an accredited business degree (international campus, off-campus or on campus, on-line) that have been added since your last report?

NA

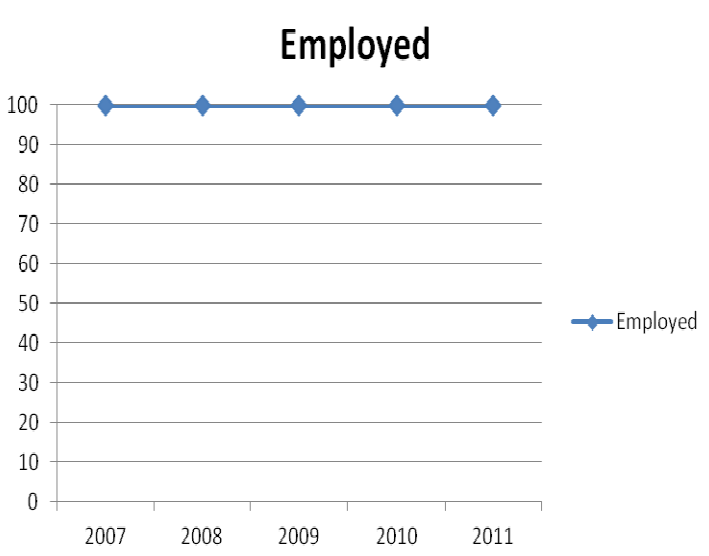
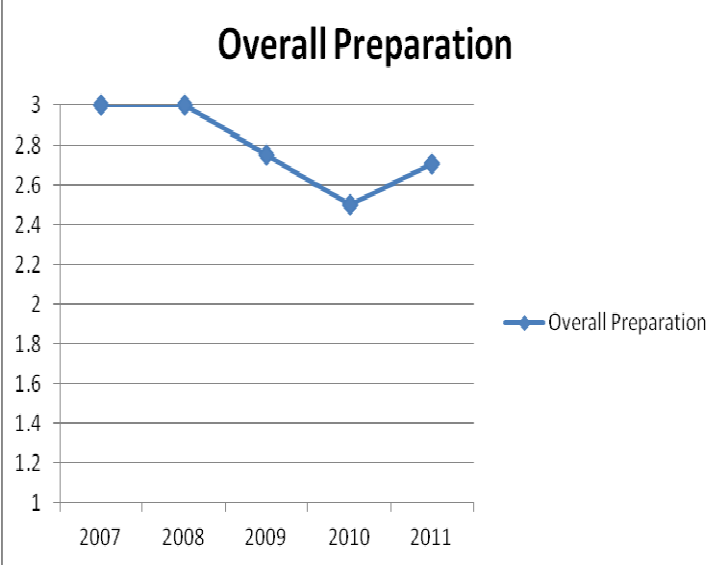
Standard #2 Strategic Planning (this standard not typically addressed in the QA report) This is used as a place holder to allow all the other standards to be addressed in the QA report and keep the numbering system consistent with self-studies and QA reports.

Standard #3 Student and Stakeholder Focus

Complete the following table. Use a maximum of three or four examples, reporting what you consider to be the most important data. It is not necessary to provide results for every process.

Standard 3 - Student and Stakeholder-Focused Results

Student- and Stakeholder-Focused Results		<p>Student- and stakeholder-focused results examine how well your organization satisfies students and stakeholders key needs and expectations. <i>Key indicators may include: satisfaction and dissatisfaction of current and past students and key stakeholders, perceived value, loyalty, persistence, or other aspects of relationship building, end of course surveys, alumni surveys, Internship feedback, etc.</i></p> <p>Each academic unit must demonstrate linkages to business practitioners and organizations, which are current and significant, including an advisory board.</p> <p>Periodic surveys should be made of graduates, transfer institutions, and/or employers of graduates to obtain data on the success of business programs in preparing students to compete successfully for entry-level positions.</p>			
		Analysis of Results			
Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success (results)	Analysis and Action Taken (improvement)	Results of Action Taken (occurs in the following year)	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)

<p>90% of 1st year alumni will be employed</p>	<p>Annual alumni survey. We survey 1yr, 3yr, and 5yr alumni each summer. Survey contains 29 questions. Example provided here is for 1yr alumni.</p>	<p>Five years of positive trend data exceeding goal</p>	<p>NA</p>	<p>NA</p>	 <p>The graph shows the percentage of employed alumni from 2007 to 2011. The y-axis ranges from 0 to 100 in increments of 10. The x-axis shows the years 2007, 2008, 2009, 2010, and 2011. A blue line with diamond markers remains constant at 100% for all years.</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Employed (%)</th> </tr> </thead> <tbody> <tr> <td>2007</td> <td>100</td> </tr> <tr> <td>2008</td> <td>100</td> </tr> <tr> <td>2009</td> <td>100</td> </tr> <tr> <td>2010</td> <td>100</td> </tr> <tr> <td>2011</td> <td>100</td> </tr> </tbody> </table>	Year	Employed (%)	2007	100	2008	100	2009	100	2010	100	2011	100
Year	Employed (%)																
2007	100																
2008	100																
2009	100																
2010	100																
2011	100																
<p>Students will be well prepared for the workforce</p>	<p>Annual alumni survey. 3=well prepared; 2=somewhat prepared; 1=Not prepared</p>	<p>Data indicate most students feel well prepared, but see next column.</p>	<p>2010's sample size was too small to be valid. However, trend suggests need for more data. This year's survey will include a qualitative measure to determine why some students feel less than well</p>		 <p>The graph shows the overall preparation score from 2007 to 2011. The y-axis ranges from 1 to 3 in increments of 0.2. The x-axis shows the years 2007, 2008, 2009, 2010, and 2011. A blue line with diamond markers shows a downward trend from 2007 to 2010, followed by a slight increase in 2011.</p> <table border="1"> <thead> <tr> <th>Year</th> <th>Overall Preparation</th> </tr> </thead> <tbody> <tr> <td>2007</td> <td>3.0</td> </tr> <tr> <td>2008</td> <td>3.0</td> </tr> <tr> <td>2009</td> <td>2.75</td> </tr> <tr> <td>2010</td> <td>2.5</td> </tr> <tr> <td>2011</td> <td>2.7</td> </tr> </tbody> </table>	Year	Overall Preparation	2007	3.0	2008	3.0	2009	2.75	2010	2.5	2011	2.7
Year	Overall Preparation																
2007	3.0																
2008	3.0																
2009	2.75																
2010	2.5																
2011	2.7																

<p>Exiting seniors will rate their business education as excellent (4.5 or higher on 5.0 scale).</p>	<p>Annual survey of exiting seniors: 20-item survey.</p>	<p>Despite negative trend, statistically, results are stable and indicate positive evaluation since 2009.</p>	<p>prepared Faculty believe negative trend may be due to significant change in staffing (new deans, new CS faculty, etc.) monitoring will continue.</p>		<p style="text-align: center;">Overall Eval of Bus. Ed.</p> <table border="1"> <caption>Overall Eval of Bus. Ed. Data</caption> <thead> <tr> <th>Year</th> <th>Overall Eval of Bus. Ed.</th> </tr> </thead> <tbody> <tr> <td>2007</td> <td>4.4</td> </tr> <tr> <td>2008</td> <td>4.2</td> </tr> <tr> <td>2009</td> <td>4.9</td> </tr> <tr> <td>2010</td> <td>4.8</td> </tr> <tr> <td>2011</td> <td>4.5</td> </tr> </tbody> </table>	Year	Overall Eval of Bus. Ed.	2007	4.4	2008	4.2	2009	4.9	2010	4.8	2011	4.5
Year	Overall Eval of Bus. Ed.																
2007	4.4																
2008	4.2																
2009	4.9																
2010	4.8																
2011	4.5																
<p>OBU business grads will have stronger written skills when compared to non-OBU business grads</p>	<p>Annual survey of employers: 19-item survey</p>	<p>4 years of positive trend data.</p>	<p>Even though we are making a change to Bus Comm (see next item) we are not changing the instructor or content.</p>		<p style="text-align: center;">Writing Skills</p> <table border="1"> <caption>Writing Skills Data</caption> <thead> <tr> <th>Year</th> <th>Writing Skills</th> </tr> </thead> <tbody> <tr> <td>2008</td> <td>4.0</td> </tr> <tr> <td>2009</td> <td>4.2</td> </tr> <tr> <td>2010</td> <td>4.5</td> </tr> <tr> <td>2011</td> <td>4.7</td> </tr> </tbody> </table>	Year	Writing Skills	2008	4.0	2009	4.2	2010	4.5	2011	4.7		
Year	Writing Skills																
2008	4.0																
2009	4.2																
2010	4.5																
2011	4.7																
<p>Board of Executives Assessment of</p>	<p>Semi-annual Board of Executives</p>		<p>Board recommended</p>	<p>Business Communication was moved</p>	<p>NA</p>												

Business Programs	feedback: Qualitative data		shifting Bus. Comm. to lower level to give students earlier exposure. Board recommended adding a foundations of accounting course to improve enrollment & performance in Principles of Accounting .	from a 3000 to a 2000 level course. A foundations of Accounting course was added. Changes made in the 2011-2012 year will be studied in 2012-2013.	
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Standard #4 Measurement and Analysis of Student Learning and Performance

a. Program Outcomes

List outcomes, by accredited program. Many of the program outcomes should be used as part of a student learning assessment plan and be measurable.

Goals

To accomplish its mission, the College of Business maintains career-oriented goals to develop graduates who possess:

1. general knowledge and skills,
2. business knowledge and skills, and
3. field-specific knowledge and skills.

BBA Degree Objectives

Graduates with a BBA degree shall:

1. have an integrated knowledge and understanding of the areas of accounting, business communication, economics, finance, information systems, management, marketing and technology;
2. understand the application of a Christian world view in business;
3. understand current general business issues, processes and trends;
4. understand current issues, processes and trends in their areas of specialization;
5. be able to recognize problems and opportunities in business and to develop courses of action in response to these;
6. be able to prepare a comprehensive business plan; and
7. express the belief that their educational experiences at OBU are relevant to their careers.

BS Degree in Computer Science Objectives

Graduates with a BS in Computer Science shall:

1. have an integrated knowledge of applications, theory, and vocabulary in the areas of computer architecture, computer hardware, computer software, databases, information systems, operating systems, machine architecture, programming; programming languages, software development, systems analysis and systems design;
2. understand the application of a Christian world view in the computer field;
3. understand current technology issues and trends;
4. be competent programmers in multiple language paradigms;
5. be able to recognize opportunities for technology solutions to problems;
6. have participated in a software development project; and
7. express the belief that their educational experiences at OBU are relevant to their careers.

BPA Degree Objectives

Graduates with a BPA degree shall:

1. demonstrate a comprehensive, integrated understanding of theory and practice related to (a) financial reporting and auditing issues applicable to profit and non-profit entities,

- (b) taxation of individuals, partnerships and corporations, and (c) managerial decision-making and information systems;
2. understand the application of a Christian world view in the accounting field;
 3. demonstrate proficiency in at least one spreadsheet, word processing, and accounting package currently in use in business;
 4. participate in a financial reporting and presentation project;
 5. demonstrate fluency in current issues, processes and trends in their areas of specialization;
 6. develop proposed courses of action in response to recognized problems and opportunities in business cases;
 7. prepare a comprehensive business plan; and
 8. express the belief that their educational experiences at OBU are relevant to their careers.

b. Performance Results

Complete the following table. Use a maximum of three or four examples, reporting what you consider to be the most important data. It is not necessary to provide results for every process.

Student Learning Results (Required for each accredited program, doctorate, masters, and baccalaureate)

Performance Indicator		Definition			
1. Student Learning Results (Required for each accredited program)		<p>A student learning outcome is one that measures a specific competency attainment. <i>Examples of a direct assessment (evidence) of student learning attainment that might be used include: capstone performance, third-party examination, faculty-designed examination, professional performance, licensure examination).</i></p> <p>Add these to the description of the measurement instrument in column two: Direct - Assessing student performance by examining samples of student work. Indirect - Assessing indicators other than student work such as getting feedback from the student or other persons who may provide relevant information. Formative – An assessment conducted during the student’s education. Summative – An assessment conducted at the end of the student’s education. Internal – An assessment instrument that was developed within the business unit. External – An assessment instrument that was developed outside the business unit. Comparative – Compare results between classes, between online and on ground classes, Between professors, between programs, between campuses, or compare to external results such as results from the U.S. Department of Education Research and Statistics, or results from a vendor providing comparable data.</p>			
		Analysis of Results			
Performance Measure (Competency)	Description of Measurement Instrument to include Formative, summative, internal, external, or comparative.	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)

<p>Each graduating class have a composite score at the 60th percentile or higher on a nationally normed exam.</p>	<p>Direct, Summative, External, Comparative: ETS Major Field Test</p>	<p>5 year results exceed outcome target.</p>	<p>Faculty will discuss moving the target during the 2011-2012 year.</p>		<h3 style="text-align: center;">ETS Results</h3> <table border="1"> <caption>ETS Results Data</caption> <thead> <tr> <th>Year</th> <th>ETS Results</th> </tr> </thead> <tbody> <tr> <td>2006</td> <td>95</td> </tr> <tr> <td>2007</td> <td>80</td> </tr> <tr> <td>2008</td> <td>85</td> </tr> <tr> <td>2009</td> <td>95</td> </tr> <tr> <td>2010</td> <td>80</td> </tr> </tbody> </table>	Year	ETS Results	2006	95	2007	80	2008	85	2009	95	2010	80
Year	ETS Results																
2006	95																
2007	80																
2008	85																
2009	95																
2010	80																
<p>(Example) Each graduating class will score at the 60th percentile or higher in each of the functional areas on a nationally normed exam.</p>	<p>Direct, Summative, External, Comparative: ETS Major Field Test</p>		<p>Students' Law scores are not meeting departmental expectations. The dean will order a review copy of the ETS exam for the law professor to examine. Instructional gaps will be identified.</p>	<p>2011 results exhibited a further decline. However, there was a change of professor in the 2010-2011 year and the 2011 data may reflect the prior instructor's methods.</p>	<h3 style="text-align: center;">ETS Law Scores</h3> <table border="1"> <caption>ETS Law Scores Data</caption> <thead> <tr> <th>Year</th> <th>ETS Law Scores</th> </tr> </thead> <tbody> <tr> <td>2006</td> <td>90</td> </tr> <tr> <td>2007</td> <td>70</td> </tr> <tr> <td>2008</td> <td>35</td> </tr> <tr> <td>2009</td> <td>55</td> </tr> <tr> <td>2010</td> <td>55</td> </tr> </tbody> </table>	Year	ETS Law Scores	2006	90	2007	70	2008	35	2009	55	2010	55
Year	ETS Law Scores																
2006	90																
2007	70																
2008	35																
2009	55																
2010	55																

<p>Students will perform at the 50th percentile or higher on a comprehensive business simulation</p>	<p>Direct, Summative, External, Comparative: CapSim</p>	<p>As a cohort, students are meeting outcome.</p>			<h3 style="text-align: center;">Average CapSim Results</h3> <table border="1"><thead><tr><th>Year</th><th>Average CapSim Results</th></tr></thead><tbody><tr><td>2008</td><td>50</td></tr><tr><td>2009</td><td>61</td></tr><tr><td>2010</td><td>66</td></tr></tbody></table>	Year	Average CapSim Results	2008	50	2009	61	2010	66
Year	Average CapSim Results												
2008	50												
2009	61												
2010	66												

Standard #5 Faculty and Staff Focus

Complete the following table. Use a maximum of three or four examples, reporting what you consider to be the most important data. It is not necessary to provide results for every process.

Standard 5 - Faculty- and Staff-Focused Results

Faculty and Staff Focused Results		Faculty and staff-focused results examine how well the organization creates and maintains a positive, productive, learning-centered work environment for business faculty and staff. <i>Key indicators may include: professional development, scholarly activities, community service, administrative duties, business and industry interaction, number of advisees, number of committees, number of theses supervised, satisfaction or dissatisfaction of faculty and staff, positive, productive, and learning-centered environment, safety, absenteeism, turnover, or complaints.</i>					
		Analysis of Results					
Performance Measure (Competency)	Description of Measurement Instrument	Areas of Success	Analysis and Action Taken	Results of Action Taken (occurs in the following year)	Insert Graphs or Tables of Resulting Trends for 3-5 Years (please graph all available data up to five years)		
Academic Advising	Number of Students per Advisor	Number of students per advisor is at manageable levels.	Gene King became an administrator in 2009-2010. His faculty position has not been replaced. Renita Murimi joined the faculty Jan 2011. Dr. Murimi will				
					2008-2009	2009-2010	2010-2011
				Flint, Roger	15	14	14
				Goen, Lee	17	15	15
				Harman, Keith	11	21	21
				Houghton, David	NA	30	30
				King, Gene	26	NA	NA
				Mullins, Robbie	19	20	20
				Murimi, Renita	NA	0	0
				Nixon, Gerry	6	13	13
Reeder, Dan	16	29	29				
Rudebock, Rich	15	27	27				

			begin advising in Jan 2012. David Houghton replaced Kyle Tresch in 2009-2010.		Tresch, Kyle	17	NA	NA
					Turnage, Nichole	NA	25	19
					Walker, Craig	7	14	14
					Average	15	19	18
Community Involvement	Number of community organizations faculty member is involved with.	Faculty is actively involved in the business community and community service organizations.				2009-2010	2010-2011	2011-2012
					Flint, Roger	1	1	1
					Goen, Lee	3	2	2
					Harman, Keith	1	2	2
					Houghton, David	NA	1	2
					King, Gene	1	NA	NA
					Mullins, Robbie	2	1	1
					Murimi, Renita	NA	0	0
					Nixon, Gerry	1	1	1
					Reeder, Dan	2	2	2
					Rudebock, Rich	1	1	1
					Turnage, Nichole			
					Walker, Craig	2	2	2
Committee Participation	Number of committees faculty member serves on.	Business School has good representation on university committees. Jr. faculty are given lighter committee loads.	Provost created task force in 2011-2012 to study university committee structure.			2009-2010	2010-2011	2011-2012
					Flint, Roger	1	1	1
					Goen, Lee	2	2	2
					Harman, Keith	5	5	5
					Houghton, David	NA	1	3
					King, Gene	2	NA	NA
					Mullins, Robbie	2	5	3
					Murimi, Renita	NA	0	2
					Nixon, Gerry	1	1	5
					Reeder, Dan	3	3	2

					Rudebock, Rich	3	3	4
					Turnage, Nichole	NA	2	2
					Walker, Craig	2	3	2

Faculty Qualifications

Complete the next two tables for new full-time and part-time faculty members since last self-study or QA report. Do not include faculty members previously reported.

Standard 5 - NEW FULL-TIME AND PART-TIME FACULTY QUALIFICATIONS

NAME (List alphabetically by Last Name)	MAJOR TEACHING FIELD	COURSES TAUGHT (List the Courses Taught During the Reporting Period, Do Not Duplicate Listing)	LIST ALL EARNED DEGREES (State Degree as Documented on Transcript, Must Include Major Field)	DOCUMENT OTHER PROFESSIONAL CERTIFICATION CRITERIA <ul style="list-style-type: none"> • Five Years Work Experience • Teaching Excellence • Professional Certifications 	ACBSP QUALIFICATION 1. Doctorate 2. Professional 3. Exception
Houghton, David	Marketing	MKTG 3333 Advertising & Consumer Behavior; MKTG 3303 Intro to Marketing	BS Accounting & Business Admin (U of Kansas); MBA Marketing (U of Cincinnati); PhD Marketing (U of Cincinnati)	Higher Ed teaching in marketing since 1997	Doctorate
Murimi, Renita	Computer Science	BTEC 1103 Fluency in Info Tech; CIS 4013 Computer Systems and	Bachelor of Engineering (Manipal U.); MS Electrical Engineering (NJ	Over 18 graduate hours of computer related coursework.	Doctorate

		Organization; CIS 4023 Operating Systems & Computer Architecture; CIS 4329 Python Programming	Institute of Tech); PhD Electrical Engineering (NJ Institute of Tech)		
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Standard 5, Criterion 5.8
Scholarly and Professional Activities

Faculty Member	Highest Degree Earned	Professional Certification	Scholarly Activities				Professional Activities					
			Papers Presented	Published Articles/ Manuscripts/ Books	Unpublished Articles/ Manuscripts/ Books	Consulting	Professional Related Service	Professional Conferences/ Workshops	Professional Meetings	Professional Memberships	Other	
Flint, Roger 2010-2011	Ph.D.	CPA		C = 1								
2009-2010					B = 1							
Goen, Lee 2010-2011	D.B.A.						A = 1; D = 2	1				
2009-2010							A = 1; D = 2	1				
Harman, Keith 2010-2011	Ph.D.				B = 1		D = 2	1			2	
2009-2010				C = 3 C = 2			D = 2	1			2	
Houghton, David 2010-2011	Ph.D.		A = 1; D = 2	A = 1; D = 2			D = 2	2	2		3	
Mullins, Robbie 2010-2011	Ed.D.						C = 3; D = 1	1	1		2	
2009-2010							C = 3; D = 3	1	1		2	
Murimi, Renita 2010-2011	Ph.D.				B = 2	D = 1	C = 9	1			2	
2009-2010			B = 1	B = 4; C = 1 B = 2	B = 2		C = 9	1				

Nixon, Gerry 2010-2011	MBA							1			
2009-2010		CPA						1			
Reeder, Dan 2010-2011	Ph.D.				B = 1	D = 3; C = 1	C = 2	3	2	2	
2009-2010		CFA	C = 1				D = 1; C = 1	2	2	2	
Rudebock, Rich 2010-2011	Ed.D.						D = 1	5		1	
2009-2010							D = 1	4		1	
Turnage, Nichole 2010-2011	MS				B = 3		D = 1	D = 3	1	1	
2009-2010			B = 1								4
Walker, Craig 2010-2011	Ph.D.				A = 1		C = 1	1	2	8	
2009-2010					A = 1		C = 1	2	3	8	

Codes to Use for Scholarly Activities:

- A = Scholarship of Teaching
- B = Scholarship of Discovery
- C = Scholarship of Integration
- D = Scholarship of Application

Standard #6 Educational and Business Process Management

a. Describe how you routinely provide reliable information to the public on your performance, including student achievement.

b. Curriculum

1. List any existing accredited degree programs/curricula that have been **substantially revised** since your last report and attach a Table - Standard 6, Criterion 6.1.3 – Undergraduate CPC Coverage for each program.

No business programs have substantially revised.

Minor changes:

- Business Communications was moved from a 3000 level course to a 2000 level course. The change was made in response to our Board of Executives feedback that students should receive communication training as early as possible and in response to our Admissions Office suggesting that moving the course to a lower-division status would allow us to be more “transfer friendly.” The recommendation is documented in our 2010-2011 Core Review and department minutes.
 - A Foundations of Accounting elective course has been added. The course is designed to help prepare students for the Principles of Accounting sequence. It is hoped that the course will improve retention. It is also hoped that the course will increase enrollment in OBU Principles of Accounting courses (historically, many students have elected to take the Principles of Accounting courses elsewhere because of the perceived rigor of our Principles sequence).
 - A Marketing Minor was added for non-business majors. It is hoped that this will attract more students to our marketing courses.
 - The above changes do not affect CPC coverage for any of our emphases.
2. List any **new** degree programs that have been developed and attach a Table - Standard 6, Criterion 6.1.3 – Undergraduate CPC Coverage for each new program since your last report.

No new degree programs have been developed since our last report.

3. List any accredited programs that have been terminated since your last report.

No programs have been terminated.

Standard 6, Criterion 6.1.3

OBU Table of Undergraduate Common Professional Component (CPC) Compliance

CORE COURSES	Hour Class Sessions by CPC Topic											Total
	a1 MKT	a2 FIN	a3 ACC	a4 MGT	b1 LAW	b2 ECO	b3 ETH	b4 GLO	c1 IS	c2 STAT	d POL/COMP	
ACCT 2013			30	1.5	1.75		3.75		6.5	1.5		45
ACCT 2023		5.5	30	6	1				0.5	1		44
BSAD 1111	5	3	1	10		2	2	1	2			26
BSAD 2003	6			8	1		2	1	8		20	46
BLAW 3103	1	2			45		5	1				54
MGMT 4703		2		2		6	36					46
MGMT 4903	5	5	4	5	1	1	3	3	2	1	20	50
ECON 2013		1				42	2.5	6		1		52.5
ECON 2023						43	2.5	6		1		52.5
FIN 3403	2	32	9		2	3	2	2	2	2		56
MGMT 3203	3	3	5	20	1	2	3	3	3	3		46
BTEC 3503	1	1	1	10	1	1	2	4	32	1	7	61
MGMT 3603	9	2		23		3	1	1		3	2	44
MKTG 3303	36			2	2	2	3	2		2	4	53
MATH 1903		1								44		45
MATH 2003				2		3	4			42	3	54
TOTALS	68	58	80	89.5	55.8	108	71.8	30	56	102.5	56	

Note: In general, classes should not show total CPC contact hours of more than 150 percent of the course’s total contact hours. Exceptions to this guideline would include an interdisciplinary capstone course. The substance of this requirement also applies to schools measuring coverage by percentage of a 3-hour course.