

FORT WAYNE SENATE AGENDA
MONDAY
January 11, 2016
12:00 P.M., KT G46

1. Call to order
2. Approval of the minutes of December 14, 2015
3. Acceptance of the agenda – K. Pollock
4. Reports of the Speakers of the Faculties
 - a. Purdue University – M. Masters
 - b. Indiana University – J. Badia
5. Report of the Presiding Officer – A. Downs
6. Special business of the day – Memorial Resolution (Senate Reference No. 15-16) – C. Lawton
7. Committee reports requiring action
 - a. University Resources Policy Committee (Senate Document SD 15-12) – S. Bischoff
 - b. Educational Policy Committee (Senate Document SD 15-13) – J. Leatherman
8. New business
9. Committee reports “for information only”
 - a. Executive Committee (Senate Reference No. 15-17) – K. Pollock
 - b. Curriculum Review Subcommittee (Senate Reference No. 15-18) –D. Liu
 - c. Academic Computing and Information Technology Advisory Subcommittee (Senate Reference No. 15-19) – C. Gurgur
 - d. Graduate Subcommittee (Senate Reference No. 15-20) – C. Gurgur
10. The general good and welfare of the University
11. Adjournment*

*The meeting will recess or adjourn by 1:15 p.m.

Approving
J. Casazza
A. Downs
M. Masters
K. Pollock, Chair
A. Schwab
N. Younis

Non Voting
J. Malanson

Absent
J. Badia

ATTACHMENTS ON BACK

Attachments:

“Memorial Resolution – Joshua R. Gerow” (SR No. 15-16)

“Amendment to Senate Document SD 14-27” (SD 15-12)

“Proposed change to Academic Regulations for Student conduct to correspond with the bulletin”
(SD 15-13)

“Items under Consideration in Senate Committees and Subcommittees” (SR No. 15-17)

“Professional Sales Certificate in the Division of Continuing Studies” (SR No. 15-18)

“Canvas Pilot Evaluation Report” (SR No. 15-19)

“New MBA Tracks” (SR No. 15-20)

In Memoriam

Joshua R. Gerow

April 29, 1941 - December 4, 2015

Josh Gerow, Professor Emeritus of Psychology, passed away on December 4th, 2015. Josh received his B.A. in psychology from the University of Buffalo in 1963, and his PhD in experimental psychology from the University of Tennessee in 1967. He taught for two years at the University of Colorado at Denver before joining the faculty at IPFW in 1969. Josh retired in 2001 but his love for teaching led him back to teaching at IPFW again in 2007, first as an LTL and then as a Continuing Lecturer. By the time of his second retirement in June of 2015, Josh had taught at IPFW for a total of 40 years.

Josh simply loved to teach. He had a booming voice that carried far and was perfect for teaching from the stage in Neff 101 to an auditorium full of intro psychology students. He had a great stage presence and made teaching a form of performance art. He used story-telling, humor, and wit to captivate and engage students while at the same time making them think. Josh also was a prolific writer of introductory psychology textbooks and he gave many presentations and invited addresses on the teaching of psychology. In a unique project done in collaboration with students from his History of Psychology class in the spring semester of 1984, Josh and the students compiled articles related to psychology in Time magazine from the 1920s to 1980s to give a sense of the nature of psychology during each decade. This compilation became the focus of a special retrospective issue of Time magazine in 1988, which according to the issue editor, presented a story of psychology's past in a way that was both informative and entertaining, and most definitely not found in textbooks.

Upon his return to teaching in 2007, Josh assumed responsibility for supervising the teachers in our dual-credit psychology classes in area high schools. One of his favorite parts of this role was to organize a campus visit day each year for students in a dual-credit class taught by one of our former majors, with whom Josh had a particularly close relationship. Josh cajoled the rest of the department into joining him in giving brief presentations to the high schoolers to excite them about psychology on our campus. Four years ago, Josh expanded this program into an annual conference for all of our dual-credit psychology classes, with attendance of 200-300 and keynote addresses, breakout sessions, lunch, and campus tours. Even after Josh retired (the second time) last June, he continued to share his love of teaching by supervising the dual-credit teachers, and he organized, and was in attendance, at our conference for the dual-credit students this past November.

Josh touched us in so many ways, both personal and professional. He was a founding member of the department and many of us feel that he had a hand in shaping our careers. He also had an

extraordinary cheerfulness and enthusiasm that made one smile. He loved to tell stories about his outside interests, which included fine wines, cars, and traveling to France. He was truly part of the life of our department.

As I was searching for information about Josh's scholarly work and service, I found this note at the end of his 2014 annual productivity report: "POSTSCRIPT: I would like to acknowledge the incredible encouragement and support of my colleagues in the department during this difficult time period. It has been very much appreciated." In turn, I would like to add this postscript from the department and the IPFW community: We wish to acknowledge Josh R. Gerow's incredible passion for the teaching of psychology and his support and encouragement of his colleagues and generations of IPFW students. It has been very much appreciated.

Josh is survived by his wife: Nancy Gerow; his brother: Richard (Rose) Gerow, of Warner Robins, GA; daughter: Leslie Essary, of Halls, TN; four grandchildren; and god-daughter: Jaymi Moody, of Eighty Four, PA.

TO: Fort Wayne Senate Executive Committee

FROM: Shannon Bischoff, Chair
University Resources Policy Committee

DATE: December 4, 2015

SUBJ: Amendment to Senate Document SD 14-27

WHEREAS, The University Advancement Advisory Subcommittee was established in 2014 through adoption of SD 14-27; and

WHEREAS, the Subcommittee has 10 faculty and four Ex Officio Members; and

WHEREAS, the establishing resolution did not specify the terms to be served by the faculty members on the Subcommittee, and

WHEREAS, the subcommittee can best do its work if it has broad representation across the campus,

BE IT RESOLVED, that section 5.3.5.4.1 of the Bylaws of the Senate be amended as follows (language to be added is in bold; language to be deleted crossed out):

5.3.5.4.1 Membership. The Subcommittee membership shall comprise ~~the 10 Faculty & 4~~ **four** Ex Officio Members (Vice Chancellor of Advancement; Director of Alumni Relations; Executive Director of Marketing Communications; Director of Advancement Services)-~~and ten~~ **faculty elected to staggered three-year terms by the Senate in such a manner that at least four of the major academic units are represented.**

MEMORANDUM

TO: Fort Wayne Senate

FROM: Jane Leatherman, Chair, Educational Policy Committee

DATE: December 11, 2015

SUBJECT: Proposed change to Academic Regulations for Student conduct to correspond with the bulletin

WHEREAS, Sections 4.0 – 4.3.3 of the Academic Regulations address the academic honesty policy and language and content needs to match the Student Disciplinary Procedures of the bulletin

BE IT RESOLVED, that the Senate approve the following changes in the Academic Regulations. Language to be added is shown in boldface and language to be removed is shown in strikethrough.

Academic Regulation – 4.0 – 4.3.3

Faculty senate website: <https://www.ipfw.edu/committees/senate/regulations/>

Academic Honesty

4.10: Academic Honesty

4.21: Definitions— Students are expected and required to abide by the laws of the United States, the State of Indiana, and the rules and regulations of IPFW. Students are expected to exercise their freedom to learn with responsibility and to respect the general conditions that maintain such freedom. IPFW has developed the following general regulations concerning student conduct which safeguard the right of every individual student to exercise fully the freedom to learn without interference. IPFW may discipline a student for committing acts of academic or personal misconduct.

~~4.2.1: Cheating: dishonesty of any kind with respect to examinations or course assignments, or alteration of records.~~ **Academic Misconduct - This type of misconduct is generally defined as any act that tends to compromise the academic integrity of the University or subvert the educational process. At IPFW, specific forms of academic misconduct are defined as follows:**

- 1. Using or attempting to use unauthorized materials, information, or study aids in any academic exercise. The term “academic exercise” includes all forms of work submitted for credit or hours.**
- 2. Falsifying or fabricating any information or citation in an academic exercise.**
- 3. Helping or attempting to help another in committing acts of academic dishonesty.**
- 4. Adopting or reproducing ideas or statements of another person as one’s own without acknowledgment (plagiarism).**
- 5. Submitting work from one course to satisfy the requirements of another course unless submission of such work is permitted by the faculty member.**

6. **Serving as or permitting another student to serve as a substitute (or 'ringer') in taking an exam.**
7. **Altering of answers or grades on a graded assignment without authorization of the faculty member.**
8. **Engaging in activities that unfairly place other students at a disadvantage, such as taking, hiding, or altering resource material.**
9. **Violating professional or ethical standards of the profession or discipline for which a student is preparing (declared major and/or minor) as adopted by the relevant academic program.**

~~4.1.2: Plagiarism: a form of cheating in which the work of someone else is offered as one's own. The language or ideas thus taken from another may range from isolated formulas, sentences, or paragraphs, to entire articles copied from printed sources, speeches, or the work of other students.~~

4.22: Policy

4.2.1 Student's responsibilities. Academic honesty is expected of all students. The student is responsible for knowing how to maintain academic honesty and for abstaining from cheating, the appearance of cheating, and permitting or assisting in another's cheating.

4.2.2 Instructor's responsibilities. The instructor is responsible for fostering the intellectual honesty as well as the intellectual development of students, and should apply methods of teaching, examination, and assignments which discourage student dishonesty. If necessary, the instructor should explain clearly any specialized meanings of cheating and plagiarism as they apply to a specific course.

- The instructor must thoroughly investigate signs of academic dishonesty, take appropriate actions, and report such actions properly to prevent repeated offenses and to ensure equity.

4.33: Procedures - In order to ensure that the highest standards of professional and ethical conduct are promoted and supported at IPFW, academic departments should establish a written policy/statement, addressing the professional or ethical standards for their discipline, which is distributed to all students who are preparing in the discipline. Students have the responsibility to familiarize themselves with the academic department's policy/statement. (For additional information, see the Student Disciplinary Procedures section of the Code of Students Rights, Responsibilities and Conduct in the Bulletin)

4.3.1 Initial decision. An instructor who has evidence of cheating shall initiate the process of determining the student's guilt or innocence and the penalty, if any, to be imposed. An instructor shall make initial findings only after informing the student, during an informal conference held within seven calendar days of discovering the alleged cheating, of charges and evidence, and allowing the student to present a defense. The instructor may assign a grade of Incomplete to any student whose case cannot be resolved before the course grades are due in the Registrar's Office.

4.3.2 Reporting. During the period in which the student is permitted to drop courses, the instructor shall inform the Registrar promptly of any allegation of cheating, so that an accused student will not be permitted to withdraw from the course. The instructor who makes an initial finding that academic dishonesty has been practiced shall impose an academic sanction. Then, within seven calendar days, the instructor shall supply a written report to the student, the chair of the student's department, the dean

or director of the student's school or division, and the dean of students. This report shall summarize the evidence and the penalties assessed.

4.3.3 Appeal. If a student's course grade is affected by the penalty, the student has the right to appeal the penalty imposed by an instructor through the IPFW grade appeals system.

Approved	Abstention	Opposed	Absent	Non-voting
Jane Leatherman				Patrick McLaughlin
Noor Borbieva				Marcia Dixon for Carl Drummond
Gang Wang				
Benjamin Dattilo				
Cigdem Gurgur				
Linda Wright-Bower				

TO: The Senate
FROM: Executive Committee
DATE: December 3 2015
SUBJ: Items under Consideration by Senate Committees and Subcommittees

The Executive Committee has asked Senate committee and subcommittee chairs to report items under discussion in the various committees. The following is a compilation of what was submitted.

Educational Policy Committee

Jane Leatherman, Chair

1. There are no items to address at this time.

Subcommittees of the Educational Policy Committee:

Calendar Subcommittee

Jody Ross, Chair

1. There is nothing to report from the Calendar Subcommittee at this time.

Continuing Education Advisory Subcommittee

No chair elected at this time

1. No report received.

Curriculum Review Subcommittee

David Liu, Chair

1. The subcommittee reviewed a proposal for Professional Sales Certificate from the Division of Continuing Studies. The proposal was approved after revisions.

General Education Subcommittee

Andrew Downs, Chair

1. Since the last report, the General Education Subcommittee (GES) delayed the due date for the assessment reports.
2. Information regarding the general education program still can be found in the General Education Document and Information System (GEDIS) in Vibe.

Graduate Subcommittee

David Cochran, Chair

1. We are working on the Doctorate in Nursing and the MBA Program revision.

Honors Program Council

Suzanne LaVere, Chair

1. The council continues to review honors scholarship applications, and is also working on determining learning outcomes for the program as well as a new assessment policy.
2. We also are considering the use of e-portfolios for Honors students.

International Education Advisory Subcommittee

Jens Clegg, Chair

1. We have nothing new to report at this time.

Faculty Affairs Committee

Cigdem Gurgur, Chair

1. The committee has been discussing “*HLC-Using Tested Experience as a Basis for Determining Minimally Qualified Faculty*” item. The charge is to come up with a policy and procedure document in place for using tested experience in making hiring decisions.

2. The committee has been working on the “*implementation of the new promotion and tenure policies and procedures*” task.
3. The committee worked on and nominated a replacement after one senator resigned.

Professional Development Subcommittee

Andrew Downs, Chair

1. The Professional Development Subcommittee (PDS) has made recommendations regarding summer grant proposals and sabbaticals to the Vice Chancellor for Academic Affairs (VCAA). Those who submitted summer grants have until January 31, 2016, to request feedback on their proposals. PDS will provide feedback by the end of February.
2. PDS is working with the Institute of Research, Scholarship, and Creative Endeavors (IRSC) on proposal procedures for the various opportunities IRSC will have to offer.

Indiana University Committee on Institutional Affairs

Janet Badia, Chair

1. We have called for nominations for the IU Board of Review and submitted them to senate for election. We have no other business before us right now.

Nominations and Elections Committee

Lesia Vartanian, Chair

1. Nominations and Elections presently has no items under consideration.

Purdue University Committee on Institutional Affairs

Mark Masters, Chair

1. No report received.

Student Affairs Committee

No chair elected at this time

1. No report received.

Subcommittee of the Student Affairs Committee

Athletics, Subcommittee on

Robert Vandell, Chair

1. No report received.

University Resources Policy Committee

Shannon Bischoff, Chair

1. The committee voted on an amendment to SD 14-27 which clarifies term limits and forwarded the amendment to the Faculty Senate 4 December 2015.
2. Nominated Mike Wolf for replacement member during AY 2015-16. Presently working on relevant document for Faculty Senate approval.

Subcommittees of the University Resources Policy Committee:

Academic Computing and Information Technology Advisory Subcommittee

Andres Montenegro, Chair

1. No report received.

Budgetary Affairs Subcommittee

Jeffrey Malanson, Chair

1. Compiling data for a report under the terms of SD 01-08

Library Subcommittee

Suzanne LaVere, Chair

1. The Senate Library Subcommittee is working on determining which items from the University Archives to digitize and how best to preserve the physical copies of documents essential to IPFW's legacy.

MEMORANDUM

TO: Fort Wayne Senate
FROM: David Liu, Chair
Curriculum Review Subcommittee
DATE: December 9, 2015
SUBJ: Professional Sale Certificate in the Division of Continuing Studies

The Curriculum Review Subcommittee met on August 31 and December 3, 2015 to review the attached proposal for the Professional Sale Certificate in the Division of Continuing Studies. The committee in attendance voted unanimously to approve the proposal on December 3, 2015. We therefore find that the proposed degree requires no Senate review.

Approving:
Rama Cousik
Ron Duchovic
Cheryl Duncan
David Liu
Swathi Baddam
Susan Skekloff
Mieko Yamada

Not Approving

Absent
Laurie Corbin
Andres Montenegro

IPFW
Request for a New Credit Certificate Program

Campus: Fort Wayne

Proposed Title of Certificate Program: Professional Sales Certificate

Projected Date of Implementation: Fall 2016

TYPE OF CERTIFICATE: (check one)

UNDERGRADUATE CERTIFICATES – These programs generally require 12-29 credits of undergraduate-level academic work.

GRADUATE CERTIFICATES – These programs generally require 12-29 credits of graduate-level academic work or undergraduate academic work carrying graduate-level credit.

POST-BACCALAUREATE CERTIFICATES – These programs generally require 12-29 credits of undergraduate-level academic work, although students enrolling in these programs must have completed their baccalaureate degrees.

I. Why is this certificate needed? (Rationale)

There is tremendous demand for this program in the community and in the region. The Management and Marketing department in the Doerner School of Business and the Office of Cooperative Education consistently receive numerous requests for a sales certificate program, as does the DSB undergraduate advising office. The 2014 Community Outreach Survey conducted by the Division of Continuing Studies (see attached) indicated that Sales training was ranked among the top ten programs needed in the community.

A recent survey conducted by the Indiana Department of Workforce Development indicated that Sales ranked 4th among the top 50 jobs statewide. In northeast Indiana, the number of sales positions will increase over 10% by 2020.

(<https://netsolutions.dwd.in.gov/hh50/About.aspx>) GI Jobs magazine put Sales Representative jobs in its Top 20 Hot Jobs for Veterans in 2014. In 2013 over 23,000 veterans lived in Allen County, IPFW's home county.

The certificate will equip the holders with the necessary skills to be competitive in this growing niche area.

II. List the major topics and curriculum of the certificate.

BUS M301 – Introduction to Marketing (currently Introduction to Marketing Management)

BUS M413 – Professional Selling (new course, will be offered in Fall, 2016)

BUS M426 - Sales Management

BUS M405 - Consumer Behavior

BUS M419 - Retail Marketing (new course)

III. What are the admission requirements?

Admission to IPFW with an associate degree or 60 hours of college credits within the past ten years.

IV. List the major student outcomes (or set of performance based standards) for the proposed certificate.

- Effectively employ marketing processes that deliver value through well-designed marketing mix strategies that consider product, pricing, promotion, and place (distribution)—not just pushing goods and services to exchange in the marketplace.
- Appreciate the vital part that personal selling plays in the promotional mix, especially when the utility of the product is growing along with its complexity.
- Develop effective consultative or relationship selling skills to achieve win-win situations between sellers and buyers, in which sellers become consultants and problem solvers helping buyers with solutions to the challenges they face in their industries.
- Gain knowledge about consumer behavior to create the right marketing mix to more effectively reach the consumer.
- Design and implement strategies for organizing, training, and guiding the salesforce to achieve the goals of the organization.

V. Explain how student learning outcomes will be assessed (student portfolios, graduate follow up, employer survey, standardized test, etc.) and describe the structure/process for reviewing assessment findings for the purpose of ensuring continuous improvement of the certificate.

Each course in the certificate will contain course-embedded assessments such as exams, assignments, and projects. Exam results below 70% will be examined in conjunction with student performance on assignments, projects, and participation in order to learn about the reasons for sub-standard performance with a view to building in additional support for learning. Rubrics aligned with course objectives will be used for grading assignments and projects to better pinpoint any weak areas in course design or teaching, and to inform re-design.

Mid-course evaluation and end of course evaluation by students will be conducted in each certificate course. Mid-course evaluation will permit the course instructor to make changes while the course is still in progress. These changes may then, as appropriate, be incorporated in future iterations of the course. End of course evaluation will be used in a similar fashion to aid course improvement. The course instructor may compare end of course evaluations over time to track the effectiveness of improvements made.

Direct evaluation methods, such as the use of expert evaluators, will be used for the assessment of culminating projects. Through the use of a set of criteria developed in cooperation with expert evaluators, weak skill or content areas can be uncovered and subsequently addressed through re-design of appropriate aspects of the course.

The Department of Management and Marketing in conjunction with the Division of Continuing Studies will survey employers and graduates regarding the effectiveness and relevance of the certificate offerings. The survey will be conducted every three years. Necessary changes will be made based on the feedback received.

VI. Describe student population to be served.

To be eligible for admission an individual must have either an associate degree or 60 hours of college credits within the past ten years. Students in Engineering, Information Systems, Organizational Leadership, and Hospitality Management, Hotel/Restaurant/Tourism Management, as well as business students will find the certificate valuable.

VII. How does this certificate complement the campus or departmental mission?

IPFW's mission is to meet the higher education needs of northeast Indiana. We offer a broad range of high-quality undergraduate, graduate, and continuing education programs that meet regional needs, support excellence in teaching and learning, advance and share knowledge through research and creative endeavor, and work with the community to develop intellectual, cultural, economic, and human resources. This certificate will complement the mission by developing professional salespeople who can help regional businesses grow their companies and who will become the next generation of business leaders.

VIII. Describe any relationship to existing programs on the campus or within the university.

IPFW does not currently offer a sales certificate, either through the Doermer School of business or through the Division of Continuing Studies.

IX. List and indicate the resources required to implement the proposed program. Indicate sources (e.g., reallocations or any new resources such as personnel, library holdings, equipment, etc.) *

Because this will be a certificate program, it will not be under the purview of AACSB. Three of the five courses are already offered on a regular basis. BUS M413 Professional Selling will be offered for the first time in Fall 2016 as a hybrid course. BUS M419 - Retail Marketing (new course) will be taught by Continuing Lecturers or by professionals from the community under the supervision of DSB faculty. The cost of this course will be covered by Division of Continuing Studies. Although the certificate will be "housed" in the Department of Management & Marketing, it will be marketed and offered through Division of Continuing Studies like the Certificate in Small Business Management.

The program will be delivered through hybrid and/or online formats.

The library resources will be similar to those already provisioned for the general Doermer School of Business curriculum. Please see Librarian Memo attached.

X. Describe any innovative features of the program (e.g., involvement with local or regional agencies, or offices, cooperative efforts with other institutions, etc.)

*Please consult the library resource questionnaire available at: <http://www.ipfw.edu/offices/oa/programs/curriculumdev.html>

MEMORANDUM

TO: Fort Wayne Senate

FROM: Andres Montenegro, Chair
Academic Computing and Information Technology Advisory Subcommittee

DATE: December 9, 2015

SUBJ: Canvas Pilot Evaluation Report

During the 2014-2015 academic year, a Purdue Multi-campus steering committee investigated and evaluated Canvas as a potential replacement for Blackboard as the university's Learning Management System (LMS). The final report of this committee recommends that Purdue renew its contract with Blackboard until 2019, with follow-up reviews to compare the LMSs in the future.

ACITAS agrees with the report's recommendation to continue with Blackboard and revisit this question in the future. IPFW's Blackboard contract is currently independent of Purdue's. This arrangement has many benefits, including a platform customized to IPFW's needs and quick resolution to IT issues. We strongly encourage IPFW to remain independent from a system-wide LMS implementation.

In light of the Canvas Pilot Evaluation, ACITAS recommends the following:

1. IPFW (and specifically ACITAS) should be represented on any future Purdue committee investigating LMS options.
2. If possible, IPFW's LMS contract dates should remain staggered from Purdue's to protect the benefits of our independent LMS implementation.
3. It would be helpful for IPFW leadership to articulate a clear vision about how and whether the needs and priorities of IPFW faculty and students will be protected in the event that a system-wide LMS implementation is required.

Approved by ACITAS December 2015.

TO: Fort Wayne Senate

FROM: David Cochran, Chair
Graduate Curriculum Subcommittee

DATE: December 17, 2015

SUBJ: New MBA Tracks

All members of the Graduate Curriculum Subcommittee voted to approve the MBA proposal with the completion of remonstrance time period of Dec. 16, 2015. Graduate Subcommittee supports the MBA+ program with new tracks in the Doermer School of Business, and finds that the proposal requires no Senate review.

Approving

Not -Approving

Absent

David Cochran, Chair
Kerrie Fineran
Cigdem Gurgur
Shannon Johnson
Mark Jordan
David Liu
Deborah Poling

New Degree/Certificate/Major/Tracks/Specialization/Concentration Cover Sheet

Date: 10/29/2015

Institution: Indiana University

Campus: Fort Wayne

School or College: Richard T. Doermer School of Business

Department: Graduate Program

Location: Choose one 50% or more online: Yes No

County: Allen

Type: Track

Degree/Certificate name:

MBA

Graduate/Undergraduate: Graduate

Degree Code: Other MBA

Brief Description:

1. Introduce two new tracks: Business Analytics and Finance. Each track is 6.0 credit hours and all courses within the track will be offered during summer sessions only.
2. Introduce a 3.0 credit hour Experiential Learning course to commence in Fall 2016.
3. Introduce a 1.0 credit hour Executive Mentoring course to commence in Fall 2016.

Rationale for new degree:

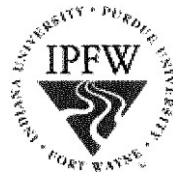
To better align the MBA program with national trend and local needs. This is also keeping with AACSB's requirement in continuous improvement advancing business curriculum to make it relevant, provide students with specific and necessary applied knowledge that includes experiential learning and executive mentorship.

CIP Code:

Name of Person who Submitted Proposal:

Cigdem Gurgur, MBA Director

Contact Information (phone or email): 260-481-6479, gurgurc@ipfw.edu



Academic Program Memo

Date: 10/29/15 From:
Cigdem Gurgur
To: Carol Sternberger
Re: Revamping the MBA Program

Brief description of the program:

1. Introduce two new tracks: Business Analytics and Finance. Each track is 6.0 credit hours and all courses within the track will be offered during summer sessions only.
2. Introduce a 3.0 credit hour Experiential Learning course to commence in Fall 2016.
3. Introduce a 1.0 credit hour Executive Mentoring course to commence in Fall 2016.

Brief rationale for program request:

To better align the MBA program with national trend and local needs. This is also keeping with AACSB's requirement in continuous improvement advancing business curriculum to make it relevant, provide students with specific and necessary applied knowledge that includes experiential learning and executive mentorship.

Department Chair Signature

10/29/15

Date

f School Dean Signature

10/29/15

Date

Director of Graduate Studies

Date

Vice Chancellor for Academic Affairs Signature

Date

Indiana University-Purdue University Chancellor Signature

Date

IPFW
Request for a New Major, Track, Concentration, or Specialization

I. Name of proposed major, track, concentration or specialization

Tracks in Business Analytics and Finance

II. Title of degree to be conferred

Master of Business Administration

III. Field of study, department, and college involved

MBA Program, Richard T. Doermer School of Business

IV. Objectives of the proposed major, track, concentration or specialization

To better align the MBA program with national trends and local needs. This is also in keeping with AACSB's requirement for continuous improvement in advancing business curriculum to make it relevant, provide students with specific and necessary applied knowledge that includes experiential learning and executive mentorship.

V. Proposed Date of Initiation

Summer 2016

VI. Describe the relationship of the proposed major, track, concentration or specialization to the mission of the campus or the department

As a business school in a comprehensive multi-system metropolitan university, DSB's updated mission is to serve the community by preparing business students from Northeast Indiana and beyond to be competitive in a global economy through relevant, innovative, and up to date educational programs.

Market demand for business graduates with finance or business analytics knowledge and skills has exploded. This challenges middle-tier business schools such as DSB to respond with innovative programs and curricular approaches that meaningfully connect with practice. Multiple indicators from stakeholders (current students, alumni, local organizations, advisory councils, accrediting agency, and peer schools) overwhelmingly demonstrate that general MBA programs (similar to what DSB is currently offering) are increasingly perceived as "dated and plain". The proposed tracks are essential in addressing this shortcoming and making IPFW business graduates more competitive in the marketplace. The tracks will also assist DSB in building a distinctive brand in the region and forge stronger relationships with industry in northeast Indiana and beyond.

VII. Describe any relationship to existing programs within the campus

We are revamping the existing MBA program. We are replacing the current MBA+ program with new tracks (4 additional - 1.5 credit courses in each track) + 2 new courses into the core (3 credits as “Experiential Learning” and 1 credit as “Executive Mentoring”).

VIII. Describe any cooperative endeavors explored and/or intended with other institutions or organizations

To date, DSB has received commitments from the following business partners for Experiential Learning and Executive Mentoring courses:

Lincoln Financial Services, MedPro Group, PNC Bank, Steel Dynamics, Zimmer Biomet, Parkview Health, Edy's Grand Ice Cream, Perfection Bakeries, BFGoodrich, NESCO, Shambaugh & Sons, DeBrand Chocolates, Do It Best.

IX. Describe the need for the major, track, concentration or specialization

See item VI above

X. Describe the resources required over and above current levels to implement the proposed major, track, concentration or specialization*

The ideal case is to have at least one new tenure-track hire in Business Analytics to help expand the course offerings, which the school has recently been granted. In the absence of that, existing faculty (Cigdem Gurgur, Joseph Khamalah and Swathi Baddam) will have to teach the listed four courses in Business Analytics. The four courses in the Finance track will be taught by Hui Di, Michael Reffeitt and Nodir Adilov. The incoming new hires in Finance and Economics will help expand course offerings in the Finance track and envisioned tracks such as Health Care Management.

XI. A Liaison Library Memo

See attached memo by Beth Boatright
Information Services and Instruction Librarian

XII. Proposed curriculum

Core Courses			
Course Number	Course Title	CH	
M 542	Leadership & Management of People in Organizations	3	
M 540	Data Analysis & Management Science	3	
A 524	Decision Making & Economic Environment in a Global Economy	3	
D 542	Strategic Cost Management	3	
F 542	Financial Analysis & Decision Making	3	
M 560	Marketing & Customer Relationship Management	3	
M 570	Operations & Supply Chain Management	3	
M 552	Management of Information Technology	3	
M590	Strategic Management	3	
Total Core		27	
Experiential Learning	C600	3	Fall 2016
Executive Mentoring	C601	1	Fall 2016
Concentrations			
Choose One			
	Business Analytics		Summer 2016
B600	Revenue Management	1.5	
B601	Value-Based Pricing Analytics	1.5	
B602	Discovery with Data Mining	1.5	
B603	Risk Analytics	1.5	
	Finance		Summer 2016
F600	Asset Valuation	1.5	
F601	Investment Analysis	1.5	
F602	Corporate Financial Risk Management	1.5	
F603	Real Options in Capital Budgeting	1.5	
Total Credit Hours		37	

The course descriptions and syllabi, as entered into CARMin follow.
 Next page also provides the current MBA+ program for comparison purposes.

Current curriculum

Core Courses		
Course Number	Course Title	CH
M 542	Leadership & Management of People in Organizations	3
M 540	Data Analysis & Management Science	3
A 524	Decision Making & Economic Environment in a Global Economy	3
D 542	Strategic Cost Management	3
F 542	Financial Analysis & Decision Making	3
M 560	Marketing & Customer Relationship Management	3
M 570	Operations & Supply Chain Management	3
M 552	Management of Information Technology	3
M590	Strategic Management	3
Total Core		27
Elective in Business School	M575-01	3
Elective in Business School	M575-02	3
Total Credit Hours		33



Liaison Librarian Memo

Date: 10/29/2015
From: Beth Boatright
To: Carol Sternberger, Michael Eikenberry, Cigdem Gurgur
Re: Resources for new tracks in MBA program

Describe availability of library resources to support proposed new program:

For the most part, the library resources required for the new MBA tracks will be similar to those already provisioned for the general Doermer School of Business curriculum. However, the library has few resources to support business analytics and is missing several important resources that would be beneficial for graduate students in the new finance classes. What non mission-critical, additional library resources may be necessary to keep these classes competitive with similar classes at peer institutions.

Comments:

Although it will be possible to offer these new tracks with existing library resources, I highly recommend that the School of Business partner with the library to enhance access to finance information. These new resources would add value to the MBA courses in valuation, investment analysis, and business analytics. The new finance professor will need to assist in selecting the optimal resources for his/her courses, but providing access to Wharton Data Research Services data sets (eg: Compustat), Morningstar, and/or a Bloomberg terminal should be considered. More economical databases could also be considered, depending on the final curriculum details.

Liaison Librarian Signature

Date

BUFW C600 Experiential Learning

The course is resume-building experiences based on in-depth analyses of real world topics of interest. Consulting teams of students are matched to business project needs. Guided by faculty experts, these consulting arrangements ensure projects are managed on schedule and to specifications. Sponsors of projects provide critical input to overall evaluation.

Learning Outcomes for C600

- To strengthen skills as they relate to formally defining and systematically solving business problems, and making decisions in a dynamic environment, often in the presence of ambiguity.
- To stimulate high-level conceptual modeling and logic building, in confronting and attacking managerial issues across business functional areas and often involving an integration of areas.
- To gain an exposure to use of technology as an invaluable aid in support decision making processes in the real-world.
- To refine presentation skills with business executives and to increase ability to engage with senior management.

Learning Assessment for C600

- 100% Project
-

BUFW C601 Executive Mentoring

A series of executive lectures, where high-level managers serve as “mentors in class”. Each area of discussion is treated as a “reflective” learning assignment. The interaction with executives helps to establish stronger ties with regional businesses and acts as a strong learning tool.

Learning Outcomes for C601

- To establish stronger ties with local and regional businesses.
- To produce graduates who are academically complete and professionally savvy.
- To refine student presentation skills with business executives and to increase their ability to engage with senior management.

Learning Assessment for C601

- 100% Reflection Assignments

BUFW B600 Revenue Management

The course focuses on how firms should manage capacity, resources and product availability decisions across different selling channels in order to maximize performance and profitability. The ultimate goal is to learn to identify and exploit opportunities for revenue optimization in different business contexts.

BUFW B601 Value-Based Pricing Analytics

Within the broader area of pricing theory, the course places particular emphasis on tactical optimization of pricing, setting prices for new products using quantitative models of consumer behavior (via appropriate price-response relations), demand forecasts and market uncertainty. The pricing knowledge and tools are applicable to both B2C and B2B contexts.

BUFW B602 Discovery with Data Mining

A predictive analytics course with an overview of creating and discovering value with techniques such as cluster and discriminant analysis. The techniques seek to find patterns and classifications that look toward the future, which not only provides a more complete understanding of data but, enables managers to make better decisions.

BUFW B603 Risk Analytics

The course covers neural networks, advanced simulation, and decision tree as predictive tools to tackle uncertainty and to help in contingency planning. Examples are drawn from marketing, banking, finance, insurance, supply chain, logistics, manufacturing, transportation, energy and health care.

BUFW F600 Investment Analysis

This course focuses on analyzing common stock of corporations using various complex and analytical tools. Value line analysis supplementing financial statement analysis is shown. Investment philosophies used by successful institutional investors are covered.

BUFW F601 Asset Valuation

The course focuses on how asset valuation is used in major investment decisions and covers analysis of demand for and pricing of financial securities. Asset pricing models, theory and empirical tests, risk and return analysis, derivative securities are introduced.

BUFW F602 Corporate Financial Risk Management

All businesses operate under uncertainty and face financial risk. Therefore, managing financial risks is important for the success of the enterprise. The course emphasizes identifying financial risk, measuring financial risk, and applying Value at Risk (VaR) and stress testing methodologies to manage risk.

BUFW F603 Real Options in Capital Budgeting

This course focuses on developing advanced capital budgeting skills to take uncertainty and managerial operating flexibility into account. The analysis of real options capitalizes on the flexibility, for example, in the timing and the scale. This course provides a more robust methodology for project valuation.

IPFW
Indiana University-Purdue University Fort Wayne
Doermer School of Business
Department of Management & Marketing
BUFW B600
Revenue Management

Instructor

Dr. Cigdem Gurgur
Email: gurgurc@ipfw.edu
Office: Neff 360E
Classroom: TBA

Course Pre-requisite

BUFW M540 Data Analysis and Management Science

Course Purpose

The course focuses on how firms should manage capacity, resources and product availability decisions across different selling channels in order to maximize performance and profitability. The ultimate goal is to learn to identify and exploit opportunities for revenue optimization in different business contexts.

The primary goal of Revenue Management has been succinctly described as “*selling the right product to the right customer at the right time for the right price*”; and it can also be viewed as the demand-side complement to traditional supply-side inventory management.

Learning Goals

At the successful completion of this course, a student will be able to:

- Evaluate and analyze revenue improvement opportunities where capacity or prices can be changed to better match supply with demand.
- Evaluate historical price/demand data using statistical and analytical methods so as to identify distinct customer segments and target them with the right product at the right time and at the right price.
- Enhance professional software use for real-life purposes in the arena of pricing and revenue optimization.

Required Materials

The recommended textbook for the course is by Robert Phillips titled “***Pricing and Revenue Optimization.***” In addition to the “classic” material reviewed in class and in the book, we will go through business cases that highlight recent applications. All required readings, case-studies, simulation exercises and assignments for the course will be available on Blackboard. Certain chapters of “***Practical***

Management Science” by Winston & Albright (W/A) book will become handy and be in use – all made available to you thorough blackboard.

Course Routine and Preparation for Class

Using mathematical models and advanced analytics, we will study how airlines decide how many seats to reserve for high-paying business customers versus low-paying leisure customers, how hotels determine when to discount their rooms, and how rental car companies determine how many reservations to overbook. As well, we will study how auctions are used to price and sell online advertising, how advertising schedules are determined for several media vehicles, and how revenue management is being used by the health care, retail, and entertainment industries.

We will solve the optimization problems which yield solutions to revenue management problems using Excel and Excel Solver, and discuss various modeling pitfalls and practical data issues. In addition, we will learn high-level concepts that general managers and management consultants can use to apply revenue management techniques across a broad spectrum of industries.

Examinations and Grading

- **Assignments:** 42 % **(Some individual - Some group work)**
- **Exam:** 20 %
- **Project/Paper:** 30%

Make-up Examination Policy

TBA

Switch to Audit Status/Withdraws

Last date to switch from “credit” to “audit” status is TBA

Last date to withdraw from a class with an automatic grade of “W” is TBA

Grading Scale

95-100%: A+ 90-94%: A
85-89%: B+ 80-84%: B
75-79%: C+ 70-74%: C
60-69%: D
Under 60 percent: F

Schedule (subject to change)

Week	Topic:
1	Revenue Analytics: Contingency Planning under Stochastic Demand
Continued	Newsvendor Model, Single-Resource Yield Management, Littlewood's Rule
2	Network Revenue Management

Continued Bid Price Control
3 Markdown Management
Continued Strategic Consumer Interaction Effects

Honor Code

Students are expected to be honest. You should avoid dishonesty at all cost. The highest level of honesty, integrity and ethics is expected at all times. Cheating will result in a failing grade.

Special Needs Statement

If you have a disability and need assistance, arrangements can be made to accommodate most needs. Contact 481-6658 (WALB, Rm. 113) for assistance.

Civility and Grounds Rules

Each individual may possess different ideas, as well as different ways of communicating those ideas, particularly in a community as varied and diverse as a university. Because of these differences, respect and civility are integral to maintaining the quality of the academic environment and free inquiry....all members of the academic community are called upon to promote and value this ethic of common respect and civility.

Diversity and Nondiscrimination

Respect and civility should therefore be afforded to all individuals regardless of race, ethnicity, gender, age, sexual orientation, disability, religion, family status, socioeconomic level, education background, veteran status, or position at the university....IPFW prohibits discrimination against any member of the university community on the basis of race, religion, color, sex, age, national origin or ancestry, genetic information, marital status, parental status, sexual orientation, gender identity and expression, disability, or status as a veteran.

IPFW
Indiana University-Purdue University Fort Wayne
Doermer School of Business
Department of Management & Marketing
BUFW B601
Value-Based Pricing Analytics

Instructor

Dr. Cigdem Gurgur
Email: gurgurc@ipfw.edu
Office: Neff 360E
Classroom: TBA

Course Pre-requisite

BUFW M540 Data Analysis and Management Science

Course Purpose

Within the broader area of pricing theory, the course places particular emphasis on tactical optimization of pricing, setting prices for new products using quantitative models of consumer behavior (via appropriate price-response relations), demand forecasts and market uncertainty. The pricing knowledge and tools are applicable to both B2C and B2B contexts.

Management is about matching demand and supply. This course focuses on the demand without attempting to manage the supply. But it does take the amount, location, condition, or vintage of the supplies into account. Demand must be understood first to be managed. This understanding comes partly from statistical forecasting but more importantly from the identification of the demand drivers. These drivers are specific to industries but some are common and easily obtainable such as general macroeconomic indicators, demographic data, housing inventories, and temperatures. Unlike these demand drivers, prices can be managed over time, customer classes, and locations. A good portion of the course is dedicated to determining good prices depending on inventory, capacity, input costs, and previous prices.

Required Materials

The recommended textbook for the course is by Robert Phillips titled "***Pricing and Revenue Optimization.***" In addition to the "classic" material reviewed in class and in the book, we will go through business cases that highlight recent applications. All required readings, case-studies, simulation exercises and assignments for the course will be available on Blackboard. Certain chapters of "***Practical Management Science***" by Winston & Albright (W/A) book as well as chapters of "***Pricing Segmentation and Analytics***" by Bodea and Ferguson will become handy and be in use – all made available to you thorough blackboard.

Learning Goals

1. To help measure and exploit buyer price sensitivity using analytical tools.
2. To provide with insights and tools to help realize higher prices.
3. To help determine when and how much to lower prices using analytical tools.
4. To provide with insights into how to set prices for new products.
5. To help learn how to apply Value-based Pricing techniques for new and existing products.

Examinations and Grading

- Assignments: 42 % **(Some individual - Some group work)**
- Exam: 20 %
- Project/Paper: 30%

Schedule (subject to change)

Week	Topic:
1	Demand functions and price optimization: Price-response function; Competition
Continued	Price-response estimation
2	Price differentiation: Volume discounts; Arbitrage and cannibalization; Consumer welfare
Continued	Constrained supply: Opportunity cost; Segmentation; Variable pricing
3	Customized Pricing: List prices vs. customized prices;
Continued	Responses to competitor bids.

Honor Code

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IPFW
Indiana University-Purdue University Fort Wayne
Doermer School of Business
Department of Management & Marketing
BUFW B602
Discovery with Data Mining

Instructor

Dr. Swathi Baddam
Email: baddams@ipfw.edu
Office: Neff 340K
Classroom: TBA

Course Pre-requisite

BUFW M540 Data Analysis and Management Science

Course Purpose

A predictive analytics course with an overview of creating and discovering value with techniques such as cluster and discriminant analysis. The techniques seek to find patterns and classifications that look toward the future, which not only provides a more complete understanding of data but, enables managers to make better decisions.

Required Materials

Data Mining for Business Intelligence: Concepts, Techniques, and Applications in Microsoft Office Excel with XLMiner, *Shmueli, Patel, and Bruce*: Wiley.

Data Science for Business, *Provost and Fawcett*: O'Reilly.

Access to cases and articles from various sources.

Software:

XLminer and other data mining software from Frontline Systems, as appropriate.

Additional, Materials, Equipment or Skills:

Discovering Knowledge in Data: An Introduction to Data Mining, Larose: Wiley

Learning Goals

At the completion of the course, a student is expected to have developed an understanding of broad application of business analytics and learn basic tools and methods in data mining to generate value for businesses.

Objective 1. To understand the role of business analytics in business decision-making.

Objective 2. To help think critically about the data and analyses of that data.

Objective 3. To learn how to create value (knowledge) for businesses from data by identifying opportunities and utilizing statistical tools and software.

Course Routine and Preparation for Class

We will use variety of instruction methods, including but not limited to applications of data analytics tools (software), case studies, and (or) group assignments.

Examinations and Grading

Exam 1:	100 points
Final Exam:	100 points
Case Studies and Group Assignments	300 points

Total Possible Points: 500 points

Make-up Examination Policy

TBA

Switch to Audit Status/Withdraws

Last date to switch from “credit” to “audit” status is TBA

Last date to withdraw from a class with an automatic grade of “W” is TBA

Grading Scale

95-100%: A+	90-94%: A
85-89%: B+	80-84%: B
75-79%: C+	70-74%: C
60-69%: D	
Under 60 percent: F	

Schedule (subject to change)

Week	Topic:
1	Overview of Data Mining; Exploratory Data Analysis
1 Continued	Linear Regression, Variable Selection and Cross Validation
2	Logistic Regression
2 Continued	Generalized Additive Models (GAM); Nonparametric Smoothing
3	Discriminant Analysis
3 Continued	Clustering

Honor Code

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Special Needs Statement

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IPFW
Indiana University-Purdue University Fort Wayne
Doermer School of Business
Department of Management & Marketing
BUFW B603
Risk Analytics

Instructor

Dr. Cigdem Gurgur
Email: gurgurc@ipfw.edu
Office: Neff 360E
Classroom: TBA

Course Pre-requisite

BUFW M540 Data Analysis and Management Science

Course Purpose

The course covers neural networks, advanced simulation, and decision tree as predictive tools to tackle uncertainty and to help in contingency planning. Examples are drawn from marketing, banking, finance, insurance, supply chain, logistics, manufacturing, transportation, energy and health care.

The difficulties of making decisions under uncertainty are familiar to everyone. We will learn models that help us **quantitatively analyze uncertainty** and **how to use professional software packages for managerial decision-making** and **to do optimization under uncertainty**.

The course uses DecisionTools Suite from Palisade Software including @Risk, RiskOptimizer, TopRank, Evolver, PrecisionTree, and NeuralTools.

We'll take perspective of the management consultant whose job is to analyze stochastic decision problems by building simulation, decision tree or neural network models and using them to understand the behavior of the system and explore the effects of alternative decisions.

Learning Goals

- To stimulate high-level conceptual modeling, logic building, numeric reasoning in confronting and attacking managerial issues across traditional functional areas & often involving an integration of areas.
- To enhance computational and data analysis skills, and apply critical thinking to solve managerial problems and do risk assessment.
- To gain an exposure to the use of technology as an invaluable aid for rational decision making under uncertainty.

Required Materials

Customized book, by selecting certain chapters from:

- Data-Driven Decision Making from Day One by Moore, McCabe, Alwan and Craig, @2016, W. H. Freeman & Company Publishing
- Business Analytics: Methods, Models and Decisions by Evans, @2016, Pearson Publishing
- Practical Management Science by Winston & Albright, @2106, Cengage Learning

Examinations and Grading

- **Assignments: Some individual - Some group work: 70 %**
- **Take-Home Final Exam: Group work 30 %**

Make-up Examination Policy

TBA

Switch to Audit Status/Withdraws

Last date to switch from “credit” to “audit” status is TBA

Last date to withdraw from a class with an automatic grade of “W” is TBA

Grading Scale

95-100%: A+ 90-94%: A

85-89%: B+ 80-84%: B

75-79%: C+ 70-74%: C

60-69%: D

Under 60 percent: F

Schedule (subject to change)

Week	Topic:
1	Simulation Modeling – Operational, Financial, Marketing Models
Continued	Simulation modeling – Operational, Financial, Marketing Models
2	Decision Trees, Utility and Decision Making
Continued	Decision Trees, Utility and Decision Making
3	Neural Networks – Applications in Banking, Finance and Insurance
Continued	Neural Networks – Applications in HealthCare and Retail

Honor Code

Students are expected to be honest. You should avoid dishonesty at all cost. The highest level of honesty, integrity and ethics is expected at all times. Cheating will result in a failing grade.

Special Needs Statement

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Civility and Grounds Rules

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IPFW
Indiana University-Purdue University Fort Wayne
Doermer School of Business
Department of Finance and Accounting
BUFW F600
Investment Analysis

Instructor

Michael Reffeitt

Email: reffeitm@ipfw.edu

Phone: (260) 481-6471

Office: Neff 340J (Office Hours: MW 12:30-1:30, or by appointment)

Classroom: TBA

Course Pre-requisite

BUFW M540 Data Analysis and Management Science

BUFW F542 Financial Analysis and Decision Making

Required Materials

Text: Investment Analysis and Portfolio Management (9th Edition)
Frank Reilly & Keith Brown
South-Western

Course Objectives

- Perform financial statement analysis to determine potential strengths and weaknesses of common stock
- Conduct multi-step analysis of equities using Value Line
- Examine risk and return relationships to uncover potential stock price appreciation
- Use industry analysis to determine sector position of businesses
- Apply business cycle analysis to determine cyclical or defensive industry tendencies
- Use Value Line Analysis to supplement financial statement analysis

Learning Outcomes

Students will be expected to learn and explain how to analyze common stock of corporations using various complex and analytical tools.

Course Routine and Preparation for Class

You are required to read the assigned text chapter, and then complete the related chapter assignments. Maintaining a classroom environment conducive to learning is mandatory.

Examinations and Grading

Exam 1: 100 points
Exam 2: 100 points
Presentation: 100 points

Total Possible Points: 300 points

Exam Format

Exams may consist of Multiple Choice, True/False, Fill-In-Blank, Essay and Problems.

Make-up Examination Policy

TBA

Switch to Audit Status/Withdraws

Last date to switch from “credit” to “audit” status is

Last date to withdraw from a class with an automatic grade of “W” is

Grading Scale

90 to 100 percent – A

80-89 percent – B

70-79 percent – C

60-69 percent – D

Under 60 percent – F

Schedule (subject to change)

Week	Reference:	
1	Chapter 10	Introduction and Financial Statement Analysis
1 Continued	Chapter 11	Common Stock Analysis (including Value Line)
2	materials provided	Dividend Policy and Analysis (including Value Line)
2 Continued	Chapter 13	Industry Analysis
3	materials provided	International Stocks (including Value Line)
3 Continued	Project	Investment Analysis Project and Presentation

Honor Code

Finance students are expected to be honest. You should avoid dishonesty at all cost. The highest level of honesty, integrity and ethics is expected at all times. Cheating will result in a failing grade.

Special Needs Statement

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IPFW
Indiana University-Purdue University Fort Wayne
Doermer School of Business
Department of Finance and Accounting
BUFW F601
Asset Valuation

Instructor

Michael Reffeitt

Email: reffeitm@ipfw.edu

Phone: (260) 481-6471

Office: Neff 340J (Office Hours: MW 12:30-1:30, or by appointment)

Classroom: TBA

Course Pre-requisite

BUFW M540 Data Analysis and Management Science

BUFW F542 Financial Analysis and Decision Making

Required Materials

Text: Corporate Valuation
Daves Ehrhardt Shrieves
Thompson South-Western

Purpose and Goals

The focus of this course is to expose students to the principles of asset valuation. Some key areas that we will become familiar with this semester include:

1. Corporate Asset Valuation
2. Free Cash Flow Management
3. Risk and Return Analysis
4. Profitability and EBITDA Relationships
5. Cost of Common Stock Financing
6. Multiple Asset Valuation Methods
7. Valuation and Analysis of Financial Statements (including forecasting)

Learning Outcomes

Students will be expected to learn and explain how asset valuation is used in major investment decisions using various complex analysis tools.

Course Routine and Preparation for Class

You are required to read the assigned text chapter, and then complete the related chapter assignments. Maintaining a classroom environment conducive to learning is mandatory

Examinations and Grading

Exam 1: 100 points
Exam 2: 100 points
Value Line Project Presentation: 100 points

Total Possible Points: 300 points

Exam Format

Exams will consist of Multiple Choice, True/False, Fill-In-Blank, Essay and Problems.

Make-up Examination Policy

Make-up of all exams will be administered on

Switch to Audit Status/Withdraws

Last date to switch from “credit” to “audit” status is

Last date to withdraw from a class with an automatic grade of “W” is

Grading Scale

90 to 100 percent – A
80-89 percent – B
70-79 percent – C
60-69 percent – D
Under 60 percent – F

Schedule (subject to change)

Week	Reference:	
1	Chapter 1	Introduction to Asset Valuation and Value Line Analysis
1 Continued	Chapter 2	Corporate Asset Valuation including Value Line Analysis
2	Chapter 3	Financial Statements and Cash Flow (Value Line continuation)
2 Continued	Chapter 4	Asset Value Estimation
3	Chapter 5/6	Financial Statement Projections and Valuation including Free Cash Flow
3 Continued	Project	Asset Valuation Project and Presentation

Honor Code

Finance students are expected to be honest. You should avoid dishonesty at all cost. The highest level of honesty, integrity and ethics is expected at all times. Cheating will result in a failing grade.

Special Needs Statement

If you have a disability and need assistance, arrangements can be made to accommodate most needs. Contact 481-6658 (WALB, Rm. 113) for assistance.

Civility and Grounds Rules

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IPFW
Indiana University-Purdue University Fort Wayne
Doermer School of Business
Department of Economics
BUFW F602
Corporate Financial Risk Management

Instructor

Dr. Nodir Adilov

Email: adilovn@ipfw.edu

Phone: (260) 481-6497

Office: Neff 340D (Office Hours: T/R 2:00-4:00PM, or by appointment)

Classroom: TBA

Course Pre-requisites

BUFW M540 Data Analysis and Management Science

BUFW F542 Financial Analysis and Decision Making

Required Materials

Text: Steve L. Allen, "Financial Risk Management: A Practitioner's Guide to Managing Market and Credit Risk," Wiley Publisher, 2nd Edition, 2012.

Course Purpose

This is an introductory corporate financial risk management course. All businesses operate under uncertainty and face financial risk. Therefore, managing financial risks is important for the success of the enterprise. The focus of the course is to expose students to the principles of corporate financial risk management. The course emphasizes identifying financial risk, measuring financial risk, and applying Value at Risk (VaR) and stress testing methodologies to manage risk.

Learning Goals

Goal 1: Identify various financial risks faced by an enterprise

Goal 2: Quantify financial risks faced an enterprise

Goal 3: Understand and apply the basic VaR model and stress testing methodologies

Goal 4: Propose strategies to manage and control financial risk

Course Routine and Preparation for Class

You are required to read the assigned text chapter, and then complete the related chapter assignments. Maintaining a classroom environment conducive to learning is mandatory.

Examinations and Grading

Exam 1:	100 points
Final Exam:	100 points
Group Project and Presentation:	200 points

Total Possible Points: 400 points

Exam Format

Exams may consist of Multiple Choice, Fill-In-Blank, Essay and Problems.

Make-up Examination Policy

TBA

Switch to Audit Status/Withdraws

Last date to switch from “credit” to “audit” status is TBA

Last date to withdraw from a class with an automatic grade of “W” is TBA

Grading Scale

95-100%: A+	90-94%: A
85-89%: B+	80-84%: B
75-79%: C+	70-74%: C
60-69%: D	
Under 60 percent: F	

Schedule (subject to change)

Week	Reference:	
1	Chapter 1	Introduction
	Chapter 2	Institutional Background
	Materials provided	Statistics overview
1 Continued	Chapter 3	Operational Risk
	Chapter 4	Financial Disasters
2	Chapter 6	Managing Financial Risk (Risk Measurement and Risk Control)
2 Continued	Chapter 7	VaR and Stress Testing
3	Chapter 9	Managing Spot Risk
	Chapter 10	Managing Forward Risk
3 Continued	Project	Risk Management Project and Presentation

Honor Code

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Special Needs Statement

If you have a disability and need assistance, arrangements can be made to accommodate most needs. Contact 481-6658 (WALB, Rm. 113) for assistance.

Civility and Grounds Rules

Each individual may possess different ideas, as well as different ways of communicating those ideas, particularly in a community as varied and diverse as a university. Because of these differences, respect and civility are integral to maintaining the quality of the academic environment and free inquiry....all members of the academic community are called upon to promote and value this ethic of common respect and civility.

Diversity and Nondiscrimination

Respect and civility should therefore be afforded to all individuals regardless of race, ethnicity, gender, age, sexual orientation, disability, religion, family status, socioeconomic level, education background, veteran status, or position at the university....IPFW prohibits discrimination against any member of the university community on the basis of race, religion, color, sex, age, national origin or ancestry, genetic information, marital status, parental status, sexual orientation, gender identity and expression, disability, or status as a veteran.

IPFW
Indiana University-Purdue University Fort Wayne
Doermer School of Business
Department of Finance and Accounting
BUFW F603
Real Options in Capital Budgeting

Instructor

Dr. Hui Di
Email: dih@ipfw.edu
Classroom: TBA

Course Pre-requisite

BUFW M540 Data Analysis and Management Science
BUFW F542 Financial Analysis and Decision Making

Textbooks

- Project Valuation Using Real Options: A Practitioner's Guide, Prasad Kodukula & Chandra Papudesu, J. Ross Publishing
- Real Options Analysis, Johnathan Mun, Wiley

Purpose and Goals

The primary objective of this course is to extend the traditional capital budgeting analysis to incorporate managerial operating flexibility and provide a foundation of real options analysis.

Learning Outcomes

Upon completion of this course, students are expected to learn to:

1. Identify the options inherent in corporate investment opportunities.
2. Apply a proper analysis to evaluate an investment opportunity.
3. Present the analysis results clearly and communicate the advantages of real options analysis compared to the traditional capital budgeting analysis.

Course Routine and Preparation for Class

Students are required to read the assigned chapter and reading materials, and then complete the related assignments.

Grading

Participation	100 points
Assignments	300 points
<u>Project</u>	<u>100 points</u>
Total Possible Points	500 points

Switch to Audit Status/Withdraws

Last date to switch from “credit” to “audit” status is

Last date to withdraw from a class with an automatic grade of “W” is

Grading Scale

90 to 100 percent – A

80-89 percent – B

70-79 percent – C

60-69 percent – D

Under 60 percent – F

Schedule (subject to change)

Week	Topic:
1	Discussion of Traditional Discount Cash Flow Method
1 Continued	Introduction of Real Options
2	Real Options Analysis Calculations
2 Continued	Real Options Analysis Applications
3	Simple Options
3 Continued	Advanced Options

Academic Honesty

All work for grading purposes must reflect your own thoughts. Though I encourage to form study groups, any assignment deemed to be evaluated individually must be completed independently. Academic dishonesty in any form, e.g., submitting the work of others for credit, allowing your work that will be graded to be copied by others, will not be tolerated and will automatically receive a grade of zero. The university policy on the issue can be found at the web site: http://bulletin.ipfw.edu/content.php?catoid=8&navoid=232#Academic_Honesty.

Special Needs Statement

If you have a disability and need assistance, arrangements can be made to accommodate most needs. Contact the Director of Services for Students with Disabilities (WU 113, phone number 481-6658) as soon as possible to work out the details.

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