

PROSPECTUS

**BACHELOR OF SCIENCE IN BUSINESS ADMINISTRATION
AND
ASSOCIATE OF SCIENCE IN BUSINESS
AND
BACHELOR OF SCIENCE IN COMPUTER SCIENCE
AND
BACHELOR OF SCIENCE IN APPLIED COMPUTER SCIENCE
AND
ASSOCIATE OF SCIENCE IN COMPUTER SCIENCE**

LOCATED IN

HO CHI MINH CITY, VIETNAM



**International Region
TROY Global Campus**

Submitted by:

**Philip E. Lyon, Ph.D.
July 2008**

TABLE OF CONTENTS

I.	ABSTRACT.....	1
II.	BACKGROUND INFORMATION.....	1
III.	ASSESSMENT OF NEED AND PROGRAM PLANNING/APPROVAL.....	2
IV.	DESCRIPTION OF THE CHANGE.....	3
V.	FACULTY.....	6
VI.	LIBRARY AND LEARNING RESOURCES.....	6
VII.	FINANCIAL SUPPORT.....	8
VIII.	EVALUATION AND ASSESSMENT.....	8
APPENDICES		
APPENDIX A	Troy University’s Mission Statement.....	12
APPENDIX B	TROY Global Campus Organizational Chart.....	13
APPENDIX C	Course Syllabi.....	14
APPENDIX D	Comprehensive Faculty Evaluation Plan.....	59
APPENDIX E	Course Evaluation Form.....	76
APPENDIX F	Roster of Instructional Staff.....	82
APPENDIX G	Student Learning Outcomes (SLOs).....	90

I. ABSTRACT

- A. Proposed Change:** Establishing a new site in Ho Chi Minh City, Vietnam which will offer existing programs: Bachelor of Science in Business Administration, Associate of Science in Business, Bachelor of Science in Computer Science, Bachelor of Science in Applied Computer Science, and Associate of Science in Computer Science.
- B. Location:** Saigon Technology University (henceforth “STU”) Registered Address: 354 Bến Chương Dương, Quận 1, TP, Ho Chi Minh City, Vietnam. The academic and administrative offices and primary teaching location will be at this site.
- C. Initial Date of Implementation:** Fall 2006
- D. Projected Number of Students:** 40 in the first year
- E. Primary Target Audience:** Students from Vietnam who are seeking a bachelors or associates degree from an American university will be the primary target audience. These students may desire to transfer from an accredited college in Vietnam by virtue of an approved transfer arrangement. Students may also seek to complete their entire degree through Troy University in Vietnam or transfer to one of the other Troy University sites worldwide or in the United States.
- F. Projected Life of Program:** This program is expected to be a long-term, ongoing program in Ho Chi Minh City, Vietnam.
- G. Instructional Delivery Methods:** The bachelor or associate degrees will be delivered in a traditional in-class format on a semester basis with a Fall, Spring, and Summer schedule, generally matching the schedule of the campus in Troy, Alabama. The schedule and programming are designed to provide maximum opportunity for students in the Troy University program in Vietnam to transfer to Troy, Alabama and the reverse.

II. BACKGROUND INFORMATION

The purpose of the substantive change is to add a new location in Vietnam and to provide existing programs at the new location. The programs support the mission of the University as being “comprised of a network of campuses throughout Alabama and worldwide. International in scope, Troy University provides a variety of educational programs at the undergraduate and graduate levels for a diverse student body in traditional, nontraditional, and emerging electronic formats.... Troy University's dedicated faculty and staff promote discovery and exploration of knowledge and its application to life-long success through effective teaching, service, creative partnerships, scholarship and research.”

The proposed changes also address the purpose and spirit of the General Studies program by providing a fundamental basis for lifelong learning and advanced studies. It also addresses the academic purposes of the Sorrell College of Business...”to prepare a diverse body of students for entry and personal growth in business and government-related careers by means of high quality instruction delivered in traditional, nontraditional, and emerging electronic formats.”

Further, the proposed programs address the mission of the College of Arts and Sciences in its dedication to the questioning, creation and transmission of knowledge; to the provision of undergraduate and graduate educational programs that are responsive to the need for an enlightened and productive citizenry and to the provision of programs and services that enhance the quality of life of the people it serves.

As per the agreement, TROY and STU agree to establish degree programs at STU, Ho Chi Minh City, Vietnam which will cover programs in Bachelor of Science in Computer Science (BS), Bachelor of Science in Applied Computer Science, Associate of Science in Computer Science, Bachelor of Science in Business Administration (BBA) and/or other programs. The programs will follow all TROY regulations, academic standards and procedures and adhere to all the academic regulations of TROY. The cooperation will strengthen the relationship in training between STU and TROY, encourage an exchange of views and experiences on academic, teaching, and training management issues among staff and research workers of the two organizations. Further, the program will address a need for the students to become more globally aware and prepared to assume leadership roles in the international arena.

III. ASSESSMENT OF NEED AND PROGRAM PLANNING/APPROVAL

The following is paraphrased from the application/approval document submitted to the Vietnamese government which was formally approved:

The need for University training has developed very quickly corresponding to the growth of the Vietnam economy after 20 years of innovation, under the guidelines of the Party. In order to meet the need for national development, the stable and orderly development of international integration with the goal to industrialization and modernization of country, many private colleges and universities were set up in the last ten years. They were necessary to train and educate a new generation of workers including engineers, university graduates, and skilled workers who will replace the casual labor force which used to predominate.

Since the investment, fiscal, and academic resources, including trained professionals, do not meet the needs of the country and the lack of international experiences of university personnel, the Government (Vietnam) has decrees relating to the Socialization of Education and to the creation of new opportunities for its Education–Training branch. During official trips to advanced countries in Western Europe and North America, the Prime Minister has always emphasized the matters of cooperation on the field of Education–Training in talks with these countries.

The government has focused on developing new institutions and expanding programs and opportunities to develop partnerships and programs with an international focus, especially in areas which will help the economic and social development of Vietnam. The Government has also encouraged domestic institutions to cooperate in establishing relationships and experiences with developed countries and universities especially in Western Europe and The United States.

Saigon Technology University, after 9 years of its operation in the field of Education–Training and having had many opportunities to interact with and observe international universities, has recognized that international cooperation in training is a realistic method for a domestic installation to develop conditions and establish programs that would expand and improve its quality of training.

Saigon Technology University has chosen and determined to build “Project for International Cooperation of Training” in two areas of study, Computer Science and Business Administration. These two areas address needs in Vietnam and offer a good prospective to have sustainable enrollments. Troy University and Saigon Technology University have planned and jointly developed this proposed program.

Review and approval of the undergraduate Business Administration program and the Computer Science programs, which will be addressed in the forthcoming Substantive Change Proposal, are conducted by the Academic Council of Troy University. The Academic Council is made up of twelve faculty members elected at the college level, two by position (Dean of University Libraries and Director of General Studies) and three ex-officio members (Provost or representative, University Registrar, and Director of Institutional Research). Representatives hold the rank of Associate Professor or Professor tenured with three consecutive years of full-time service as a faculty or staff member. This council advises the Provost concerning all phases of the undergraduate academic program specifically long-range planning, curriculum review, development and revision and policy changes. The Academic Council is responsible for the approval of all revision and modifications of all undergraduate programs. (Standing Committee of Troy University, page 7).

Upon approval by the Academic Council, the Commission on Colleges of the Southern Association of Colleges and Schools reviews any significant modifications or expansions of the nature and scope of an accredited institution. The Commission on Colleges of the Southern Association of Colleges and Schools is an institutional accrediting body that accredits an entire institution and its programs and services, wherever they are located or however they are delivered. It is recognized by the United States Department of Education as an accrediting agency whose accreditation enables its member institutions to seek eligibility to participate in Title IV. (Commission on Colleges Southern Association of Colleges and Schools, page 1)

IV. DESCRIPTION OF THE CHANGE

As indicated in the 2007-2008 Undergraduate Catalog of Troy University, all academic programs offered by the Sorrell College of Business assist students to develop the knowledge,

skills, and attitudes necessary to understand and cope with the challenges faced by business and organizational leaders in a dynamic, global workplace. The curriculum is highly germane to the needs of students and the requirements of their employers. Combining the relevance of the curriculum with the fact that our faculty holds students to a high standard throughout their academic experience at TROY means that the academic programs offered through the Sorrell College of Business are designed to provide a firm foundation for professional business leaders who, upon graduation, will have the skills necessary to embark on, or change course in, successful careers in business, industry, and government.

As also indicated in the 2007-2008 Undergraduate Catalog of Troy University, the College of Arts and Sciences views creativity, inquiry and understanding as among the greatest values in human experience. Thus, it is dedicated to the questioning, creation, and transmission of knowledge; to the provision of undergraduate and graduate educational programs that are responsive to the need for an enlightened and productive citizenry; and to the provision of programs and services that enhance the quality of life of the people it serves. These goals compel a commitment to creativity and inquiry free of bias and based upon the principles of objective scholarship. They require a responsibility to promote and convey those elements of the liberal arts and sciences that must be essential components of the educational goals of all units of the University. The college seeks richness through diversity of its programs and strength through erudition.

In addition to general studies courses, major courses and minor courses, sufficient free electives should be chosen to total at least 120 hours in the Bachelor of Science in Business Administration, Bachelor of Science in Computer Science, and Bachelor of Science in Applied Computer Science programs, and sufficient free electives should be chosen to total at least 60 hours in the Associate of Science in Computer Science and Associate of Science in Business programs.

The programs that will be offered in cooperation with Saigon Technology University will be the same degree programs offered at Troy University. There will be no differences in admission requirements from those for international students attending Troy University, Troy, Alabama. Further, there will be no differences in curriculum or graduation requirements.

Students graduating with a Bachelor of Science degree in Business Administration will have completed the following course of study:

- General Studies 46 semester hours
- Business Administration Core 42 semester hours
- Course in Major 30 semester hours

In line with the academic regulations of Troy University, at least 25% of the course work must be completed as residency requirements. Of these, 12 credit hours will be in the Business Administration Core and 12 credits in the Major.

Students graduating with a Bachelor of Science degree in Computer Science will have completed the following course of study:

- General Studies 47 semester hours
- Computer Science Program 49 semester hours
- Free Electives 27 semester hours

Students graduating with a Bachelor of Science degree in Applied Computer Science will have completed the following course of study:

- General Studies 49 semester hours
- Applied Computer Science Major 36 semester hours
- Minor 18 semester hours
- Free Electives 17 semester hours

Students graduating with an Associate of Science degree in Computer Science will have completed the following course of study:

- General Studies 26 semester hours
- Computer Science Program 24 semester hours
- Free Electives 10 semester hours

In line with the academic regulations of Troy University, at least 25% of the course work must be completed as residency requirements.

The College of Arts and Sciences administrative oversight is conducted at all levels of Troy University. The Troy University Provost and Executive Vice Chancellor is responsible for administering the academic programs of the University. The Provost delegates to members of the staff, various deans, directors, department chairs and others direct responsibility for the quality of individual department programs. The deans of the various colleges report directly to the Provost. In the International Programs, the Assistant Vice Chancellor and Director have direct responsibility for offshore programs and report to the Assistant Vice Chancellor of TROY Global Campus who, in turn, reports to the Vice Chancellor of TROY Global Campus, who, in turn, reports directly to the Provost.

TROY Global Campus was created to provide administrative and organizational support for off-campus, out-of-state and offshore educational programs. TROY Global Campus delivers Troy University's academic programs outside the State of Alabama. It is comprised of five geographic regions with approximately sixty sites located throughout the United States and abroad, and administers Troy University's on-line (eCampus) offerings. TROY Global Campus's academic programs and course offerings are the joint responsibility of the academic colleges' deans, the academic colleges and departments, as well as TROY Global Campus personnel. The hiring approval, certification, and academic review of TROY Global Campus faculty are the responsibility of the academic colleges' deans in consultation with TROY

Global Campus personnel. It is supervised by a Vice Chancellor, one of whose functions includes direct control of off-campus sites, coordination of off-campus sites, quality control, appropriate evaluation, and supervision of the regional directors.

Within TROY Global Campus, the administrative roles of the organization include: developing new programs, providing quality academic programs at the graduate and undergraduate level, and assuring that the academic and quality standards set by the various accrediting bodies are met. The programs at each site are under the direct supervision of a Regional Director. While the Deans/Chairs have the primary responsibility for quality instruction within their respective academic programs, the Regional Directors must assure that the standards are met and that the needs of the students are addressed. In Vietnam we have two people who serve as the day-to-day contacts with our partner institution and provide guidance to the students. The Director of International Programs and the staff at Troy University also are in direct contact with our partners by email, phone, or personal visits. (See Appendix A.)

See Appendix B for TROY Global Campus Organizational Chart.
See Appendix C for Course Syllabi.

V. FACULTY

The courses will be taught using a majority of full-time faculty from Saigon Technology University. The program's coursework will be comprised of TROY courses and STU courses which will be transferred into the TROY program. Most students will complete their general studies through STU and transfer those courses into the TROY program. Therefore, the TROY courses primarily offered at STU will be those for the Bachelor of Science in Business Administration, the Bachelor of Science in Computer Science, the Bachelor of Science in Applied Computer Science, the Associate of Science in Business, and the Associate of Science in Computer Science.

Once STU faculty are selected to teach a TROY course, they will go through the same certification process as all other TROY faculty in order to ascertain that their credentials meet the approval of the appropriate TROY Dean and meet the requirements imposed by SACS and other accrediting agencies. It is expected that at least 10 percent (10%) of the courses will be taught by regular Troy University faculty members. These faculty members will be approved by the respective Deans before being assigned.

A Comprehensive Faculty Evaluation Plan will be used to evaluate each TROY faculty member on an annual basis. The plan consists of the Professional Development Plan, the Year-End Self Evaluation, and Supervisor's Review (See Appendix D.) Additionally, course evaluations are administered each term for each instructor who teaches a course. (See Appendix E.)

VI. LIBRARY AND LEARNING RESOURCES

In order to support the proposed program, an extensive collection of library resources are available to all students through online access and inter-library loan services at the Troy

University Library. Further support is provided through library agreements with STU and through purchased books. Inter-library loan resources through the Troy University Library include journal articles and monographs. Access to a librarian is available online through live chat. This program allows students the opportunity to have questions answered. The Troy University Library has the SIRSI Library Automation System, which makes it possible for all sites to access the Troy University System Library Catalog via the Internet. Additional databases are added as the system is developing.

Students can access the library databases through the library's web page, <http://tsulib.troyst.edu> and log on with their student identification number. This number is authorized to the library server by Datatel, Troy University System's database, and is assigned when a student is registered into a course. Students receive printed information and an orientation briefing about the library support system at Troy University.

Online information available to students is extensive. Databases to which Troy University subscribes or creates student access include: Infotrac Web or Gale Databases: Expanded Academic ASAP, General Business File ASAP, Associations Unlimited, Computer Database, General Reference Center Gold, Informe, Business Company Resource Center, Legaltrac, One File; Encyclopedia Britannica: Encyclopedia Britannica, Merriam Webster's Collegiate Dictionary; LexisNexis: Academic Universe, Statistical Universe, Current Issues; ProQuest Direct: ABI Inform Global, ProQuest, ProQuest Newspapers, Research Library Complete; EBSCO Host: Academic Search Premier, Business Source Premier, ERIC (connects to EDRS for some full text), MasterFile Premier, Newspaper Source, Funk and Wagnall's New World Encyclopedia, Regional Business News; NetLibrary (more than 20,000 full text electronic book titles - the books range from scholarly to more popular titles on a variety of subject); SIRSI: SIRSI Knowledge Source, SIRSI Discoverer, and SIRSI Renaissance Humanities. Additional data bases are added as the system is developing. A catalog feature of the SIRSI allows TROY Global Campus sites to access the library catalog. Faculty members play a large role in determining the journals to which the library subscribes and the books purchased.

Additional library support exists for local students. Students in the cooperative program will also have access to the library facilities of Saigon Technology University as well as the learning resource center designed specifically to support the joint program.

A. Computer Support

Students entering the degree programs will have access to the computer labs at Saigon Technology. The school provides land-based and wireless internet connections. This provides students easy access to the internet. Students will have an email address from Troy University.

B. Physical Resources

The joint program will be located at one of the two campus locations of Saigon Technology University. The campus at which the program will be located is described as follows:

The University owns a square campus, over 20,000 m² wide, located at 180 Cao Lo, District 8, nearby the bridges of Nguyen Tri Phuong, Chanh Hung and Ta Quang Buu Street. Here, the main lecture building is over 16,000 m² wide. The new building has a full lecture room, laboratory, workshop, computer center, hall, and canteen, etc. Architectures paid special attention to construction of a modern building system, having the appearance of a poly-technique university with harmonious colors and cubes. The special points of this building are plenty of trees, parterres, and artificial water falls. The front and inside yards at STU are large and quiet. They have the characteristics of a small park, creating a quiet environment for those who love learning and studying. The school provides land-based and wireless internet connections. This provides students easy access to the internet. Behind the school is a multi-function playground and a football ground. Near the football ground is the new student dormitory.

STU has also set aside office space, classroom space, and a resource/computer room for the joint program. The physical arrangement at the Ho Chi Minh City site provides all necessary services to support students in pursuit of their degrees. These include but are not necessarily limited to:

- Initial academic advisement covering all admission and degree requirements;
- Providing clear accurate information regarding student payments and application procedures;
- Advisement by the staff and Site Coordinator and TROY;
- Clear, precise, yearly academic planning;
- Provision of textbooks and syllabi at times of registration;
- Direct communication with TROY's Office of International Programs;
- Clear communication regarding grade reports, University policies, and graduation requirements and deadlines.

VII. FINANCIAL SUPPORT

Saigon University of Technology is financially sound and will be able to support the program. It is expected that such support will be unnecessary after two years of operation. It is expected that the program will enroll 40 students in the first year.

D. Projected Revenue

Saigon University of Technology will pay TROY initially \$100 US for each student who is enrolled in the program per semester for the first two years. In subsequent years this will increase to \$300 US per semester, per student.

Projected revenue first year:

Expenditures:

40x\$100x2 = \$8,000 US

Travel	\$3,000
Supplies	\$ 500
Books	\$1,000
Telephone	\$ 200
Administration	\$1,500

Projected Revenue = \$8,000

Projected Expenses \$5,200

Advertising and marketing expenses are covered by Saigon Technology University.

VIII. EVALUATION AND ASSESSMENT

Troy University has an institutional effectiveness system that has created organization routines and performance measures instrumental to the pursuit of academic excellence and administrative effectiveness. Under this system, feedback about the performance of academic programs and administrative units is obtained on an annual basis. This feedback is used in both the University’s planning and budgeting functions. These activities - performance measurement, planning, budgeting, and implementation – are conducted according to a well-defined calendar. The fundamental components of this system are the “Student Learning Outcomes” (SLO) and the “Annual Assessment Reports”. The SLO is a document that identifies for each academic program or administrative unit:

- its purpose, including how this purpose fits within the broader goals of the University
- how the program structure (for academic departments) or the administrative activities (for administrative units) contribute to their stated purpose
- the minimum expected results for the program or administrative unit
- the assessment instruments used to measure the performance of programs or units
- the procedure for administering the assessment instruments
- the positions responsible for reviewing the results and proposing strategies for improvement

Every year, all components of the University, including every site within TROY Global Campus, use their SLOs to assess their programs and operations. The Annual Assessment Reports are the resulting assessments. These are completed in the fall, and are followed by planning in the spring. At a minimum, the self-studies for the Business Programs will look at three quality measures:

- performance on an exit examination;
- responses to select items on the student exit survey; and
- responses to items on the TROY Global Campus Alumni Survey (conducted 1 and 5 years out).

The Major Field Test from ETS will be given to students in the business seminar course. Other measures may be added to these prescribed measures. To supplement its own assessment reports, the STU site will look at responses to items on the course evaluations. (See Appendix E.) Those responsible for reviewing the assessment reports and the results of the other assessment instruments for the undergraduate business programs are the:

- Business Department Program Coordinator
- Site Director, San Antonio
- Associate Director for Academics, Southeast Region
- Regional Director, Southeast Region
- Academic Dean, TROY Global Campus
- Chair of the Business Department

See Appendix G for “Student Learning Outcomes.”

LIST OF APPENDICES

- A. TROY UNIVERSITY MISSION STATEMENT
- B. TROY GLOBAL CAMPUS ORGANIZATIONAL CHART
- C. COURSE SYLLABI
- D. COMPREHENSIVE FACULTY EVALUATION PLAN
- E. COURSE EVALUATION FORM
- F. ROSTER OF INSTRUCTIONAL STAFF
- G. STUDENT LEARNING OUTCOMES (SLOs)

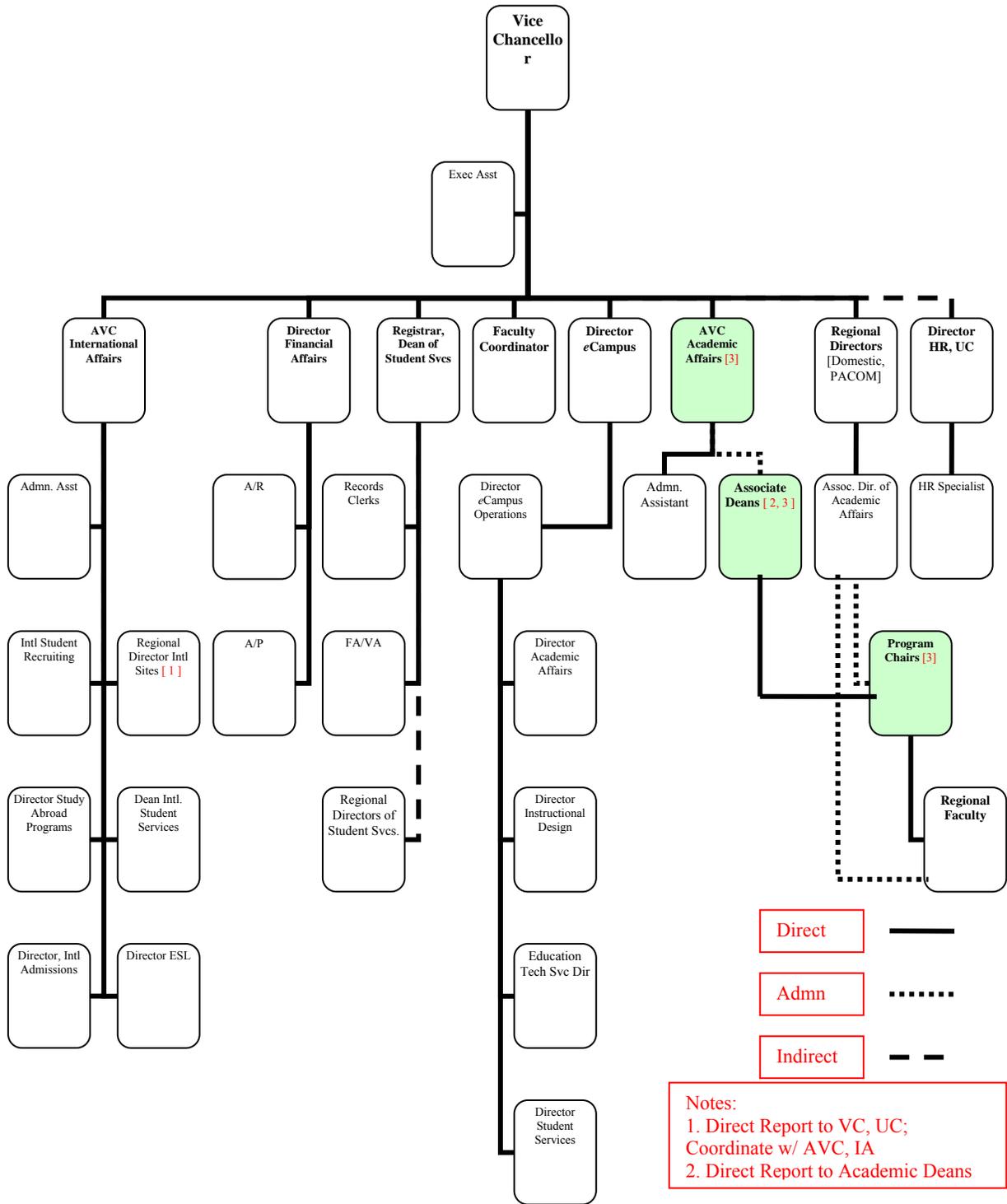
APPENDIX A

TROY UNIVERSITY MISSION STATEMENT

Troy University is a public institution comprised of a network of campuses throughout Alabama and worldwide. International in scope, Troy University provides a variety of educational programs at the undergraduate and graduate levels for a diverse student body in traditional, non-traditional, and emerging electronic formats. Academic programs are supported by a variety of student services which promote the welfare of the individual student. Troy University's dedicated faculty and staff promote discovery and exploration of knowledge and its application to life-long success through effective teaching, service, creative partnerships, scholarships, and research.

APPENDIX B

TROY GLOBAL CAMPUS ORGANIZATIONAL CHART



APPENDIX C
COURSE SYLLABI

Course syllabi for most of the courses taken during the first year of instruction are attached. They include:

ACT 2291	Principles of Accounting I
ACT 2292	Principles of Accounting II
CS 2244	Computer Programming I
CS 2260	Computer Programming II
CS 2261	Foundations of Computer Science Concepts
ECO 2251	Principles of Macroeconomics
ECO 2252	Principles of Microeconomics
ENG 1101	Composition and Modern English I
ENG 1102	Composition and Modern English II
HIS 1101	Western Civilization I
HIS 1102	Western Civilization II
IS 2241	Computer Concepts and Applications
IS 3300	Introduction to Information Systems
MGT 3371	Principles of Management
MTH 1112	Pre-Calculus Algebra
MTH 1125	Calculus I
MTH 2201	Business Calculus
MTH 2215	Applied Discrete Mathematics
TROY 1101	University Orientation



TROY UNIVERSITY
MASTER SYLLABUS
SORRELL COLLEGE OF BUSINESS

ACT 2291
Principles of Accounting I

Prerequisites

None.

Description

Modern financial accounting theory and practices applied to sole proprietorships, partnerships, and corporations.

Objectives

On completion of the course, the student should be able to:

1. Describe how accounting transactions are recorded.
2. Discuss the operating, financing, and investing activities of business entities.
3. Explain how accounting transactions flow through general-ledger accounts and financial statements.

Purpose

To enhance understanding of how basic financial transactions are recorded and analyzed. Core requirement for all undergraduate business programs.

Approved Texts

Horngrén, C. T., Harrison, W. T., & Bamber, L. S. ([2005](#) or current). *Accounting* (6th ed.). Upper Saddle River, NJ: Prentice Hall.

Warren, C. S., Reeve, J. M., & Fess, P. E. ([2005](#) or current). *Accounting* (21st ed.). Mason, OH: Thomson/South-Western.

Weygandt, J. J., Kieso, D. E., & Kimmel, P. D. ([2004](#) or current). *Accounting principles* [with PepsiCo Annual Report] (7th ed.). Hoboken, NJ: Wiley.

Supplements

As deemed appropriate.



TROY UNIVERSITY
MASTER SYLLABUS
SORRELL COLLEGE OF BUSINESS

ACT 2292
Principles of Accounting II

Prerequisites

ACT 2291.

Description

Modern financial and managerial accounting theory and practices applied to an organization's liabilities, cash flows, planning, budgeting, and control. Prerequisite: ACT 2291.

Objectives

On completion of the course, the student should be able to:

4. Describe how accounting transactions are recorded and flow through the accounting system.
5. Explain how accounting is used in planning and control.
6. Discuss basic concepts of cost and managerial accounting.

Purpose

To enhance understanding of how basic financial transactions are recorded and analyzed and how accounting information is used in planning and control. Core requirement for all undergraduate business programs.

Approved Texts

Horngrén, C. T., Harrison, W. T., & Bamber, L. S. ([2005](#) or current). *Accounting* (6th ed.). Upper Saddle River, NJ: Prentice Hall.

Warren, C. S., Reeve, J. M., & Fess, P. E. ([2005](#) or current). *Accounting* (21st ed.). Mason, OH: Thomson/South-Western.

Weygandt, J. J., Kieso, D. E., & Kimmel, P. D. ([2004](#) or current). *Accounting principles* [with PepsiCo Annual Report] (7th ed.). Hoboken, NJ: Wiley.

Supplements

As deemed appropriate.



TROY UNIVERSITY
MASTER SYLLABUS
SORRELL COLLEGE OF BUSINESS

ECO 2251
Principles of Macroeconomics

Prerequisites

None.

Description

Macroeconomic theory of the national economy with emphasis on income, employment, banking, and public policy.

Objectives

On completion of the course, the student should be able to:

7. Contrast the market system with alternative methods.
8. Explain how the price system allocates economic resources.
9. Identify the different sectors in the economy and explain their respective roles.
10. Use national income accounting to measure the overall performance of the economy.
11. Outline the relationships among spending, output, employment, and inflation.
12. Explain changes in the equilibrium price level, output level, and level of employment using the aggregate demand and supply framework.
13. Discuss the causes, consequences, and fallacies of the public debt.
14. Explain money creation and control of the money creation process by the Federal Reserve System.
15. Assess the impact of monetary policy on an economy.
16. Explain and assess the macroeconomic impact of international activity on an open economy.

Purpose

To provide familiarity with the fundamental concepts and theories of economics as they apply to everyday life. These include the concepts of price determination, national income accounting, governmental fiscal and monetary policy, and economic growth. Prerequisite for admission into upper-level business courses. A choice of ECO 2251 or ECO 2252 is required for the ASB Business Administration minor.

Approved Texts

Case, K. E., & Fair, R. C. ([2003](#) or current). *Principles of economics* (7th ed.). Upper Saddle River, NJ: Prentice Hall.

Mankiw, N. G. ([2004](#) or current). *Principles of economics* (3rd ed.). Mason, OH: Thomson/South-Western.

McConnell, C. R., & Brue, S. L. ([2005](#) or current). *Economics* [+ DiscoverEcon w/Paul Solman Videos + Study Guide (3-item packaged set)] (16th ed.). New York, NY: Houghton-Mifflin.

McEachern, W. A. ([2006](#) or current). *Economics: A contemporary introduction* (7th ed.). Mason, OH: Thomson/South-Western.

Sexton, R. L. ([2005](#) or current). *Exploring economics* (3rd ed.). Mason, OH: Thomson/South-Western.

Supplements

As deemed appropriate.



TROY UNIVERSITY
MASTER SYLLABUS
SORRELL COLLEGE OF BUSINESS

ECO 2252
Principles of Microeconomics

Prerequisites

None.

Description

Microeconomic theories of value, production, distribution of income, and basic international economic analysis.

Objectives

On completion of the course, the student should be able to:

17. Identify the fundamental economic problem of scarcity.
18. Describe the methodological approach of economics.
19. Use elementary consumer behavior theory to explain the role of prices and markets in a capitalistic economic system.
20. Demonstrate the mechanics of price and output determination in a market setting, including the concept of elasticity.
21. Demonstrate the effects of price ceilings, price floors, and excise taxes on market prices and quantities.
22. List and describe pure competition, monopoly, oligopoly, and monopolistic competition.
23. Distinguish among the sources of market failure in a market economy, and explain the role and limits of government in correcting market failure.
24. Explain the principle of comparative advantage and gains from trade.
25. Analyze the effects of tariffs and quotas on market prices and quantities.
26. Explain how exchange rates are determined under a flexible-rate, pegged-rate, and gold standard system.
27. Explain a country's balance-of-payments statement.

Purpose

To provide familiarity with the basic microeconomic theories and principles that apply to everyday life. Included are such concepts as consumer behavior, the theory of the firm, and fundamental international analysis. Prerequisite for admission into upper-level business courses. A choice of ECO 2251 or ECO 2252 is required for the ASB Business Administration minor.

Approved Texts

Case, K. E., & Fair, R. C. ([2003](#) or current). *Principles of economics* (7th ed.). Upper Saddle River, NJ: Prentice Hall.

Mankiw, N. G. ([2004](#) or current). *Principles of economics* (3rd ed.). Mason, OH: Thomson/South-Western.

McConnell, C. R., & Brue, S. L. ([2005](#) or current). *Economics* [+ DiscoverEcon w/Paul Solman Videos + Study Guide (3-item packaged set)] (16th ed.). New York, NY: Houghton-Mifflin.

McEachern, W. A. ([2006](#) or current). *Economics: A contemporary introduction* (7th ed.). Mason, OH: Thomson/South-Western.

Sexton, R. L. ([2005](#) or current). *Exploring economics* (3rd ed.). Mason, OH: Thomson/South-Western.

Supplements

Sowell, T. ([2003](#)). *Applied economics: Thinking beyond stage one*. New York, NY: Basic Books.

Troy University

ENG 1101: Composition & Modern English I

Fall 2007

Course: ENG 1101	Professor:
Section: TEAB	Office Hours: Smith Hall 186, MWF 2-5, T 4-5
Time: MWF 11:00-11:50	Email/Phone:
Place: Smith Hall 169	Website:

REQUIRED TEXTS & MATERIALS

- a) *English 1101: Composition and Modern English I*
- b) *A Pocket Style Manual* by Diana Hacker.
- c) Online materials (available via website and/or Blackboard)
- d) Stapler, Portfolio Folder (paper only, no plastic)

CATALOG DESCRIPTION

Intensive instruction in the writing process. Focuses on organization of ideas in well-developed expository and argumentative essays (usually 6 to 8 essays), with stress on grammar, punctuation, and vocabulary development. A grade of C or better is required for credit. Must be completed within first 30 hours of enrollment. *Prerequisite: Placement Testing.*

TRADITIONS OF INNOVATION CONCEPTUAL FRAMEWORK

- A. Demonstrate an understanding of and show effective performance with diverse learning populations in a variety of school cultures
- B. Produce innovative, informed, reflective decision makers
- C. Demonstrate proactive leadership, professional conduct and well-balanced professional dispositions
- D. Demonstrate effectiveness as communicators, facilitators, pedagogues, and scholars
- E. Build multi-level collaborative partnerships and mentoring relationships
- F. Demonstrate competencies in content area knowledge, assessment, and emerging technologies
- G. Demonstrate cutting-edge competencies in pedagogical and applied research skills
- H. Practice authentic self-assessment, critical and reflective thinking, and the continual monitoring of progress and development
- I. Demonstrate an ability to generalize and creatively problem-solve
- J. Refine and evaluate innovative delivery and assessment models

Note: See Performance Objectives for assignments designed to develop students' ability to meet these standards.

Note: Numbers and letters in parentheses following Goals refer to Alabama State Department of Education rules established for the English Language Arts Education Program.

COURSE GOALS

- To develop critical reading skills through close attention to text content and the skills needed to interpret texts effectively. (C,E,F,G)
- To develop writing skills through attention to the writing process (inventing, drafting, revising, editing) and rhetorical ways of organizing writing (description, narration, process analysis, cause and effect, definition, classification, exemplification, comparison and contrast, argument, persuasion). (C,E,F,G)
- To apply critical reading and writing skills to formal writing tasks, including an extended writing project. (C,E,F,G,H)

- To develop technological literacy skills to access online research sources, participate in electronic discussions, and submit course work. (A,B,C,D,E,F,G,H,I,J)

COURSE CONTENT

English 1101 focuses on critical reading and writing in the academic community. Throughout the semester, we will practice the *reading process*: generating questions and deriving answers from texts; summarizing the main claim and assertions in texts and identifying concrete examples; drawing inferences; making logical or comparative connections; organizing information in a variety of ways; seeing and learning rhetorical skills used by effective writers; and evaluating the merits of what we read. More urgently, we also practice the *writing process*: identifying audience and purpose; gathering or finding ideas; organizing and interrelating those ideas for readers; drafting in order to develop, support, and illustrate ideas; revising from trial-and-error; and editing for clarity and accuracy.

PERFORMANCE OBJECTIVES

Summary of Assignments:

- 1) Nine (9) Formal Writing Assignments (800 points, 80%; A,B,C,D,E,F,G,H,I,J)
- 2) Ten (10) Informal Reading/Writing Journal Assignments (100 points, 10%; A,B,C,D,I)
- 3) Presentation and Writing Portfolio (100 points, 10%; F)

Descriptions of Assignments:

1) Nine (9) Formal Writing Assignments (800 points, 80%)

Paper #1	Personal Narrative Essay	3 pp, 100 pts
Paper #2	Rhetorical Analysis Essay	3 pp, 100 pts
Paper #3	Summary/Synthesis Essay	3 pp, 100 pts
Annotated Bibliography (Part 1)	250-Word Summaries of 4 Academic Sources	75 pts
Annotated Bibliography (Part 2)	250-Word Summaries of 4 Academic Sources	75 pts
Paper #4 (Part 1)	Research Argument Essay from Perspective 1	3 pp, 100 pts
Paper #4 (Part 2)	Research Argument Essay from Perspective 2	3 pp, 100 pts
Paper #4 (Whole)	Extended Research Argument Paper using three perspectives on an issue	10-12 pp, 100 pts
Paper #5	Self-Assessment Essay	1-2 pp, 50 pts

Each assignment is accumulative in the reading and writing skills it develops. In other words, you will need skills learned from Paper #1 to do Paper #2, skills from Paper #2 to do Paper #3, and so on. Paper #4 is like a comprehensive final exam – it reflects a culmination of the reading, writing and organization skills which you developed during the semester.

This course is conducted as a workshop seminar. The workshop part means we will address some course material and exercises in class. The seminar part means you need to learn some material on your own and work cooperatively with your classmates. This is a three-hour course, so you should spend an average of 6-9 hours per week studying independently outside of class.

Each paper is graded on your application of critical reading of texts and situations, discourse organization, and professionalism. To do well in all three areas, use a variety of resources (the

textbook, my website, my email and office hours), and contact me when you need ideas for troubleshooting. Bringing your “first attempt” will help me to see what you’re having trouble with.

These papers will expose you to current standards and conventions for academic writing, and should help you feel comfortable communicating in professional settings. It is important to realize that academic writing is very different from other forms of writing (e.g., journalism, fiction, email). This is because the communication purposes are different. Academic writing represents complex methods of discovery. Clarity, usefulness, and connectedness (to context and prior efforts) are essential. We will use other forms of writing as sources of information and inspiration, but not as organization models to imitate. Models/examples are available in **Composition Notes** (<http://spectrum.troy.edu/~catherinesmith>).

2) Ten (10) Reading/Writing Journal Assignments (100 points, 10%)

Ten journal assignments are described in the syllabus. These assignments are graded pass/fail, and serve as preparation (e.g., first drafts of paragraphs) for the formal writing assignments.

3) Presentation and Writing Portfolio (100 points, 10%)

At the end of class, you will share what you found most interesting in your project with your colleagues in a “boardroom” or “committee” type setting. On the last day of class, a portfolio of the formal writing assignments listed in Item #1 is due. (So, please be sure to keep a copy of your papers.)

GRADING POLICY

- A = excellent work that exceeds the requirements defined by the assignment criteria (90-100)
- B = good work that meets the assignment criteria (80-89)
- C = acceptable work that meets the assignment criteria but contains a number of flaws (70-79)
- D = poor work that does not meet the assignment criteria (61-69)
- F = poor work filled with severe flaws OR incomplete or late work (60 and below)

CLASSROOM POLICIES

Note that you are accountable for all information in this syllabus, so please study it carefully.

Submitting Assignments. Papers that are incomplete or not MLA formatted automatically earn draft credit (60%). Papers that are unstapled or late are not accepted (no exceptions). You must do any in-class writing for each paper, otherwise I assume the paper has been downloaded (zero points).

Revisions of Papers. The papers in this course are challenging, and the requirements are strict. Thus, to support your learning, I accept revisions of any paper that was submitted on time, and I assign a new grade. Revisions of all papers are accepted until “Dead Day.”

Office Hours/Outside Interaction. Participation in student conferences often predicts success in the course, so I encourage you to attend student conferences and use my office hours.

Attendance, Absences, and Excuses. University students attend classes responsibly. If you miss a class, please take responsibility for finding out what you missed (either from a classmate or the professor) or pick up your graded work. Each student is allowed four (4) personal days. Absences beyond four (4) shall result in a failing course grade (this is apart from extenuating personal circumstances and institutional excuses, which should be submitted before the absence). Non-institutional excuses (e.g., medical excuses) are unnecessary, and thus are not accepted.

Academic Dishonesty/Plagiarism. Plagiarism is a form of theft and usually results in failing the course and possibly expulsion. Turning in work that is not your own, in whole or in part, is plagiarism.

Learning Assistance. If you have special educational or physical needs, please feel free to discuss them with me to arrange appropriate accommodations. You may also contact the Adaptive Needs Office (x3221, Trojan Center 215) to facilitate your rights under the Americans with Disabilities Act.

Code of University Student Conduct

- 1) University students conduct themselves in a civil, polite, and respectful manner at all times (classroom, office, email, telephone). Please encourage each other to participate in class discussion. Please address university professors as “Dr.” (including women). Individuals who disrupt instruction or discussion may be dismissed or dropped from the course (e.g., interrupting, whispering, chatting, yelling, letting cell phones ring/buzz, treating others with annoyance or impatience, etc.).
- 2) This course addresses adult topics (e.g., violence, poverty, prejudice, intimacy, etc.). University students approach each text and assignment with respect, compassion and conscientiousness. Individuals who ridicule course material may be dismissed or dropped from the course.
- 3) University students maintain a democratic mindset to new ideas (you need not accept these as your personal definition of morality, but please appreciate them as part of your democratic global society).
- 4) University students read the syllabus on their own for assignments and classroom policies (without being reminded by professors). Please arrive to your classes on time with assignments completed.
- 5) Please use office hours or email to ask questions about the content of the course or assignments. Use break time for the restroom, have a snack, or cell/text message (cell phones are prohibited in class).
- 6) I encourage you to use Troy University’s free **Writing Center** for support on “big-picture” writing issues, ESL and grammar issues, and MLA formatting (**Wright Hall 133, x3305**). I also recommend TROY’s free **Personal Counseling** to learn about stress/time management or personal solutions (**Hamil Hall 6, x3700**).

English 1102-TGAA, Composition and Modern English II: Learning to Interpret Literature

Fall 2007
MWF 1:00 p.m. to 1:50 p.m.
Smith Hall, Room 154

Fall 2007 Office Hours

Monday & Wednesday: 8:30 a.m. to 9:00 a.m., 12:00 p.m. to 1:00 p.m., 2:00 p.m. to 4:30 p.m.
Friday: 8:30 a.m. to 9:00 a.m., 12:00 p.m. to 1:00 p.m., 2:00 p.m. to 2:30 p.m.

Course Description

Objectives

English 1102 continues the study of the writing skills you began learning in English 1101, but this course will place more emphasis on library research, literature, and argumentation. In this course, we will practice organizing arguments, developing well-supported paragraphs, and incorporating logical and critical thought into a series of essays that demonstrate a minimum of mechanical problems. We will analyze a variety of rhetorical modes; practice multiple approaches to prewriting and revision; learn to spot and correct syntax, usage, and vocabulary errors; incorporate computer technology as a learning tool; and participate in peer-critique, in-class workshops to develop writing skills.

In general terms, this course also will attempt to achieve the following goals.

- Demonstrate and require students to write formal, analytical essays on literature.
- Demonstrate rudimentary analysis of short stories, poetry, and drama
- Demonstrate an understanding of basic reference and documentation skills, focusing on quotations and paraphrasing.
- Produce a research project that uses outside sources accurately, legally, and effectively.
- Successfully produce at least six extended compositions or equivalent assignments.
- Employ grammar, mechanics, punctuation, and sentence and paragraph structure that are in alignment with American English.
- Prepare students for success in literature sequences.

Course

Students must earn at least a C in English 1101, Composition and Modern English I, to enroll in this course.

Prerequisites

Texts

and Materials

Please acquire the following texts and materials to use for this course.

- *English 1102: Composition and Modern English II*. Custom Edition for Troy University. Boston, MA: Pearson Custom Publishing, 2007.
- Hacker, Diana. *A Writer's Reference*. 6th ed. Boston, MA: Bedford/St. Martin's, 2007.
- McCarthy, Cormac. *The Road*. New York: Vintage, 2006.
- Optional: Gibaldi, Joseph. *MLA Handbook for Writers of Research Papers*. 6th ed. New York: Modern Language Association, 2003.
- Computer storage media, a looseleaf notebook, and a pencil or pen.

Additional course readings may be available online, and others may be placed on reserve in the library, where you may read them during library hours.

Assignments

Your grade for this course will be determined based on the following assignments and their respective percentage weights. The capital letters in brackets after each item refer to the goals addressed by each entry for the Alabama Department of Education Criteria for Certification of Teachers in Secondary Schools (listed in my "General Course Policies"):

- Papers #1 through #4 (70 %) [C, E, F, H, I]
- Papers #5 through #8 (10 %) [C, E, G, H]
- Presentation (10 %) [A, B, C, D, E, F, H, I, J]
- Daily Work (10 %) [A, B, C, D, G, H, I, J]

Total possible score: 100 %

The "Daily Work" category includes items completed in class such as peer review, collaboration exercises, quizzes, general class participation, and any other exercises or writing not

otherwise listed. This category also includes rough drafts of assignments and minor assignments done outside class.

Important Dates

Please keep in mind the following dates as the semester progresses:

Last day to withdraw without owing full tuition:	Aug. 19
Last day to add a course:	Aug. 19
Last day to withdraw without academic penalty:	Oct. 19
Dead day:	Dec. 5

Tentative Schedule

All reading assignments should be completed by the day they are listed. Note that you're responsible for completing all of the readings and answering questions about them on exams and quizzes even if we do not discuss them all in class. Note, also, that this schedule is subject to change.

Week	Day	Reading Assignments/Activities	Items Due
Week 2	Wed., Aug. 22	Syllabus/Plagiarism	
	Fri., Aug. 23	Diagnostic Essay	
Week 3	Mon., Aug. 27	Diagnostic Discussion/Documenting in MLA Style, Hacker pp. 358-404	
	Wed., Aug. 29	No class.	
	Fri., Aug. 31	MLA Style; Reading and Writing about Short Stories, <i>English 1102</i> , pp. 5-10, 28-44	
Week 4	Mon., Sept. 3	No class.	
	Wed., Sept. 5	Kurt Vonnegut, "Harrison Bergeron," <i>English 1102</i> , pp.266-72	
	Fri., Sept. 7	Richard Wright, "The Man Who Was Almost a Man," <i>English 1102</i> , pp. 774-785	
Week 5	Mon., Sept. 10	Constructing Paper #1	
	Wed., Sept. 12	Paper Discussion and Review	Draft of Paper #1
	Fri., Sept. 14	Reading and Writing about Drama, <i>English 1102</i> , pp. 1193-1197	Paper #1
Week 6	Mon., Sept. 17	August Wilson, <i>Fences</i> , Act 1, <i>English 1102</i> , pp.1248-1277	
	Wed., Sept. 19	August Wilson, <i>Fences</i> , Act 2, <i>English 1102</i> , pp.1277-1300	
	Fri., Sept. 21	Paper #5 (on Drama)	
Week 7	Mon., Sept. 24	Susan Glaspell, <i>Trifles</i> , <i>English 1102</i> , pp.1344-1355	
	Wed., Sept. 26	David Ives, <i>Sure Thing</i> , <i>English 1102</i> , pp. 1355-1364	
	Fri., Sept. 28	Constructing Paper #2	
Week 8	Mon., Oct. 1	Paper Discussion and Review	Draft of Paper #2
	Wed., Oct. 3	Reading and Writing about Novels	Paper #2
	Fri., Oct. 5	Cormac McCarthy, <i>The Road</i> , pp. 1-100	
Week 9	Mon., Oct. 8	No class.	
	Wed., Oct. 10	No class.	
	Fri., Oct. 12	No class.	
Week 10	Mon., Oct. 15	Cormac McCarthy, <i>The Road</i> , pp. 101-200	
	Wed., Oct. 17	Cormac McCarthy, <i>The Road</i> , pp. 201-287	
	Fri., Oct. 19	No class.	
Week 11	Mon., Oct. 22	Finding Sources: Meet in Library	
	Wed., Oct. 24	Paper #6 (on the Novel)	
	Fri., Oct. 26	Constructing Paper #3	
Week 12	Mon., Oct. 29	Paper Discussion and Review	Draft of Paper #3
	Wed., Oct. 31	Reading and Writing about Poetry, <i>English 1102</i> , pp. 947-950	Paper #3
	Fri., Nov. 2	W. H. Auden, "Musée des Beaux Arts"; William Wordsworth, "I Wandered Lonely As a Cloud," <i>English 1102</i> , pp. 1005-1007, 1085-1086	
Week 13	Mon., Nov. 5	Robert Herrick, "To the Virgins, to Make Much of Time"; Langston Hughes, "Theme for English B," <i>English 1102</i> , pp. 1024-1025, 1030-1032	
	Wed., Nov. 7	Lewis Carroll, "Jabberwocky"; Langston Hughes, "Harlem"; Randall Jarrell, "The Death of the Ball Turret Gunner," <i>English 1102</i> , pp. 1089-1091, 1132-1134	
	Fri., Nov. 9	Presentations on Poetry	
Week 14	Mon., Nov. 12	No class.	
	Wed., Nov. 14	Presentations on Poetry	

	Fri., Nov. 16	Presentations on Poetry	
Week 15	Mon., Nov. 19	Presentations on Poetry	
	Wed., Nov. 21	No class.	
	Fri., Nov. 23	No class.	
Week 16	Mon., Nov. 26	Constructing Paper #4	
	Wed., Nov. 28	Paper Discussion and Review	Draft of Paper #4
	Fri., Nov. 30	Paper #7 (on Poetry)	Paper #4
Week 17	Mon., Dec. 3	Evaluations; Final Exam Discussion; Essay Selec.	
	Wed., Dec. 5	Dead Day	
	Fri., Dec. 7	Final Exam (Paper #8): 5:00 p.m. to 7:00 p.m.	

Western Civilization I (History 1101)
A Survey of History from Antiquity to 1650

Spring Semester 2008
Instructor: Allen E. Jones
Office: 311 Bibb Graves
Office Hours: 8-10 Tues and Thurs, 1-2:30 Mon-Thurs
Office Phone: 670-3512
E-mail: ajones@troy.edu
Class Times and location: 10:00-11:15 am, GAB 105

Course Description: A general survey of developments in Western history from the prehistoric era through classical antiquity, the middle ages and Renaissance into the early modern period. The objective will be for students to become familiar with important political, geographic, social and cultural topics happening in these ages.

Required Reading: Jackson J. Spielvogel, *Western Civilization*, 6th edition

The tendency has been to cover four chapters per test. Some material may be added or deleted as determined in class.

Grades: Three hour exams, each worth 1/3 of the total grade

Exams: Each exam has 40 questions that are a combination of matching and fill-in-the-blank (2 points each) and 10 map questions for which there are two components: a question, the answer of which is a place (1 point each), and location of the answered place on a blank map (1 points each).

Class procedure: The class will be a lecture format. Students will take notes. I estimate that 80% of test material comes from course notes (some of which is also in the text, but not all of it!) and 20% from the text. So to perform well on the tests, read in advance, attend class regularly, and study often.

Attendance: Attendance is mandatory in accordance with Troy University regulations. Roll will be taken. Missing more than ten (MWF) or six (TTh) classes after the first week, whether these are excused or not, will result in automatic failure. Tests will reflect knowledge of material from both lectures and readings, so please make every effort to attend class!

Attendance of Exams: If you become ill, leave word with the instructor or the secretary of the History Department (670-3412) that you will miss the exam. Please, have a doctor's excuse in hand when you return. Students must be prepared to take the exam within one the day following their return to school. Make up exams likely will be given on Dead Day.

Remember, your greatest responsibility is to attend class on exam days!

Classroom conduct: Students who sleep or are disruptive in class will be asked to leave and will be marked absent for the day. Students who persist in sleeping, class disruption or tardiness will be removed from the course altogether. Cell phones and pagers must be turned off before class begins. If your cell phone or pager goes off during class, you will be asked to leave.

Dropping the Course: Students who drop the course will receive a drop grade based on their average at the time they dropped, in accordance with the provisions of the university calendar. Note below the dates for dropping or withdrawing from classes without financial and academic penalties.

Honor Code: Students are expected to uphold the Standards of Conduct published in the Troy University Undergraduate Bulletin. Persons violating the Standards of Conduct in any assignment or exam in this class will receive a minimum penalty of grade of zero (0) for the assignment, and may receive an "F" for the course at the instructor's option. In particular, no form of cheating or plagiarism will be tolerated. Know your Standards of Conduct!

Americans with Disabilities Act: Any student whose disabilities fall within ADA must inform the instructor at the beginning of the term of any special needs or equipment necessary to accomplish the requirements for this course.

Additional Services: Students who have or may be dealing with a disability or learning difficulty should speak with the instructor, contact the Office of Adaptive Needs Program (Wright 226), or call 670-3220/3221. Various accommodations are available through the Adaptive Needs Program.

IMPORTANT DATES

- January 9 Classes Begin
- January 11 Last day to withdraw without owing full tuition (must conduct in person)
Last day to drop a course in person without financial penalty
Last day to add a course in person by 4:30 pm
- January 12-13 Last days to drop/add a course without financial penalty on Web Express only
- January 21 Holiday – Martin Luther King, Jr. Day (No classes)
- February 12 Tentative date for Exam 1
- March 2 Last day to drop a course without academic penalty
Last day to withdraw without academic penalty
- March 10-16 Spring Break (No classes)
- March 21 Last day to file intent to graduate August 2008
Last day to withdraw without academic penalty (must conduct in person)
- March 21 Last day to drop a course in person without academic penalty
- March 21-23 Last days to drop a course without academic penalty on Web Express only
- March 25 Tentative date for Exam 2
- April 29 Classes end
- April 30 Dead Day

FINAL EXAM SCHEDULE

Monday, May 5, 11:00 am – 1:00 pm

WESTERN CIVILIZATION 1102
SPRING 2008
TROY UNIVERSITY

Professor: Dr. William Morris Welch

Pre-requisite: None

Office Hours: 2-4, Wednesday
8-10; 11-1, Tuesday and Thursday
BG 314; Tel. 3420

Course Description: Examination of important political, social, economic and cultural issues in the Western record since 1600.

Textbook: Western Civilization, J. Spielvogel

Other Materials: None

Grading: Exam I:	30%	A= 90-100
Exam II:	30%	B= 80-89
Final Exam:	30%	C= 70-79
Class Contribution:	10%	D= 60-69

Class Procedure: Lecture

General Support: Writing Center

Deadline for Dropping or Adding a Course, Holidays and Final Exam: See Class Schedule

AMERICANS WITH DISABILITIES ACT: Any students whose disabilities fall within ADA must inform the instructor at the beginning of the term of any special needs or equipment necessary to accomplish the requirements for this course.

ADDITIONAL SERVICES: Students who have or may be dealing with a disability or learning difficulty should speak with the instructor, contact the OANP (Wright, 226), or call 670-3220/3221. Various accommodations are available through the ANP.

Absence Policy: You are expected to be in class. If not, I want to know why.

Incomplete Work Policy: If you miss any academic work and have an excused absence, you will be allowed to make up the work at the convenience of the professor.

Cheating Policy: If a student is guilty of cheating on an exam, the student will receive an 'F' for the exam in question.

Class Schedule:

Session:	Topic:
Jan. 9	The Modern State, ch. 15
Jan. 16	The Scientific Revolution, ch. 16
Jan. 23	Age of Reason, ch. 17
Jan. 30	French Revolution, ch. 19
Feb. 6	Revolution and Romanticism, ch. 21
Feb. 13	Age of Nationalism, ch. 22
Feb. 20	Mass Society and Imperialism, ch. 23-24
Feb. 27	Outbreak of WWI, ch. 25
March 5	Age of Anxiety, ch. 26
March 19	Europe Between the Wars, ch. 26
March 26	The Division of Europe, ch. 27
April 2	Cold War Conflicts, ch. 28
April 9	New Challenges, ch. 28
April 16	Conflict and Change, ch. 29
April 23	Final Exam, 4-7



TROY UNIVERSITY
MASTER SYLLABUS
SORRELL COLLEGE OF BUSINESS

IS 2241

Computer Concepts and Applications

Prerequisites

None.

Description

This course provides an interdisciplinary introduction to microcomputer literacy, word processing, spreadsheets, database, business graphics and the internet.

Objectives

On completion of the course, the student should be able to:

28. List and describe the hardware and software components of a computer system.
29. Maintain file systems, and run applications.
30. Use a word-processing application to create, modify, save, and preview fully featured, academically formatted documents.
31. Use an electronic-spreadsheet application to create, save, modify, and preview a fully featured, multiple-sheet workbook.
32. Use a database package to create, save, populate, maintain, and query a database and to produce formatted reports.
33. Use a presentation software package to create, save, modify, and show a multiple-slide presentation using various templates, designs, formats, objects, headers, footers, and animation and transition schemes.

Purpose

To develop the computer skills necessary for satisfactory performance in upper-level business courses, and to encourage further development of skills for effective participation in business organizations. Prerequisite for admission into upper-level business courses.

Approved Texts

Shelly, G. B., Vermaat, M. E., & Cashman, T. J. (2006 or current). *Discovering computers: Fundamentals* (2nd ed.). Mason, OH: Thomson/Course Technology.

Shelly, G. B., Vermaat, M. E., & Cashman, T. J. (2006 or current). *Microsoft Office 2003: Introductory concepts and techniques* [CourseCard edition] (2nd ed.). Mason, OH: Thomson/Course Technology.

Grauer, Barber (2006 or current) *Microsoft Office 2003 Volume 1* Second Edition, Prentice Hall

New Perspectives,(2006 or current) *Microsoft Office 2003 Premium Edition First Course*,
Thomson/Course Technology

Supplements

As deemed appropriate.



TROY UNIVERSITY
MASTER SYLLABUS
SORRELL COLLEGE OF BUSINESS

IS 3300

Introduction to Information Systems

Prerequisites

IS 2241.

Description

Introduction to information systems concepts, with an emphasis on describing information systems requirements, managing information resources, and applying information technology to the solution of business and management challenges. Prerequisite: IS 2241.

Objectives

On completion of the course, the student should be able to:

34. List and describe the categories, components and functions of computers and information systems.
35. Outline the technologies of information systems building blocks, including input, output, storage, data source management, and telecommunications.
36. Describe the design, development, testing, and operation processes of information systems.
37. Discuss legal, ethical, and security issues as they relate to information systems.
38. Explain the strategies in using information systems to support business decisions and operations in an international environment appropriate to the Internet age.

Purpose

To introduce information systems, including their applications, how organizations are managed efficiently by their intelligent use, and the social, moral, and legal implications of their use. BABA/BSBA/BASRTM core requirement. ASB Information Systems minor requirement. *Numbered IS 2241 prior to Fall 2005 (subsumes defunct IS 3345).*

Approved Texts

Laudon, K. C., & Laudon, J. P. ([2005](#) or current). *Essentials of management information systems: Managing the digital firm* (6th ed). Upper Saddle River, NJ: Prentice Hall.

Supplements

As deemed appropriate.



TROY UNIVERSITY
MASTER SYLLABUS
SORRELL COLLEGE OF BUSINESS

MGT 3371
Principles of Management

Prerequisites

ECO 2252.

Description

An introduction to management theory, functions, principles, values, and techniques. The course includes a discussion of planning, organizing, influencing through leadership, and exercising control within the organization. Prerequisites: ECO 2252.

Student Learning Outcomes

On completion of the course, the student should be able to:

39. List and describe major management theories as represented through the history of modern management thought.
40. Define and describe the planning, organizing, leading, and controlling functions of management.
41. Describe the internal and external environments of management.
42. Demonstrate written communication skills appropriate to the profession of management.
43. Discuss ethics and social responsibility in the context of management.

Purpose

To provide a basic knowledge of the theoretical foundations of management and its functions and to prepare students for upper-level management courses. Core requirement for all undergraduate business programs.

Approved Texts

Bateman, T. S., & Snell, S. A. ([2004](#) or current). *Management: The new competitive landscape* (6th ed.). Boston, MA: McGraw-Hill.

Daft, R. L., & Marcic, D. ([2004](#) or current). *Understanding management* (4th ed.). Mason, OH: Thomson/South-Western.

Dessler, G. ([2004](#) or current). *Management: Principles and practices for tomorrow's leaders* (3rd ed.). Boston, MA: Prentice Hall.

Gómez-Mejía, L., Balkin, D. B., & Cardy, R. L. ([2005](#) or current). *Management: People, performance, change* (2nd ed.). Boston, MA: McGraw-Hill.

Hitt, M. A., Black, S., & Porter, L. ([2005](#) or current). *Management* (1st ed.). Upper Saddle River, NJ: Prentice Hall. [Online version available as SafariX WebBook.]

Robbins, S. P., & Decenzo, D. A. ([2005](#) or current). *Fundamentals of management* (5th ed.). Upper Saddle River, NJ: Prentice Hall. [Online version available as SafariX WebBook.]

Lewis, Good man, & Fandt ([2006](#) or current). *Management: Challenges for tomorrow's leaders*. Thomson Southwestern.

Supplements

As deemed appropriate.

COURSE STRUCTURE

<u>COURSE NAME</u>	PRE CALCULUS ALGEBRA
<u>CODE</u>	MTH 1112
<u>SEMESTER</u>	SUMMER 2007
<u>CLASS MEETING TIME</u>	9am- 12 pm every Friday
<u>LOCATION</u>	Hanoi University of Technology
<u>WORTH</u>	3 credits
<u>PREREQUISITE</u>	None
<u>INSTRUCTOR</u>	Dr. Vu The Khoi Ph.D. in Mathematics vtkhai@gmail.com

COURSE DESCRIPTION

This course helps to prepare students for Calculus I. The contents include: a brief review of intermediate algebra, equation and inequalities, basic properties of algebraic, exponential, logarithmic and trigonometric functions.

COURSE OBJECTIVES

At the conclusion of the course the students will be able to:

- Manipulate and evaluate algebraic, exponential, logarithmic and trigonometric functions.
- Solve system of linear equations and equations involving radical, exponential, logarithmic and trigonometric functions.
- Graph linear and quadratic functions.
- Graph algebraic, exponential, logarithmic and trigonometric function.

COURSE FORMAT

Lecture: 3 hrs per week

STUDENT EVALUATION

Test I: 20%, Test 2: 20%, Assignment/Quizzes: 20%, Final Exam: 40%

EXAMINATION FORMAT

Test I & Test 2: 2 hours, Final: 3 hours

GRADING SCALE

A (80% - 100%)	0 – 49%: Fail
B (65% - 79%)	50 – 100%: Resist Pass
C (50% - 64%)	

BASIC TEXT

Precalculus, Houghton Mifflin Company; 7 edition, by Ron Larson.

REFERENCES

Intermediate Algebra, David Gustafson and Peter D. Frisk, Brooks Cole, fifth edition.

CLASS SYLLABUS

The course will cover the following topics from the text book:

Week(s)	Topics
1-2	Real Numbers System Real numbers system, coordinate system, interval notations, solving equations.
3	Linear Functions Equation of lines, introduction to function, graphs of linear functions.
4-5	System of linear equations and inequalities Solution by graphing, eliminations, determinants, linear inequalities.
6	TEST 1
6-7	Polynomials Add, subtract, and multiply polynomials, graphs of polynomial functions, factoring techniques, quadratic functions.
8	Rational Functions Operations involving rational expressions.
9-10	Rational Exponents and Radicals Radical expression, simplify radicals, radical equations, applications.

10	TEST 2
11-12	Exponential and Logarithmic Function Exponential function, base-e exponential, exponential grow and decay, logarithmic functions, logarithmic and exponential equation.
13-14	Trigonometric function Definitions and graphs of trig. functions, special values of trig. functions, trig. equations, applications
14	Final Examination.

CLASS REGULATION: The students are expected to attend all scheduled classes. *Mobile phone* use is not allowed to use in class.

ABSENCES: The following is the official policy of Troy University as written in the Undergraduate *Bulletin*.

“In registering for classes at the University, undergraduate students accept responsibility for attending scheduled class meetings, completing assignments on time, and contributing to class discussions and the exploration of ideas.

“A student will be excused if he/she has been absent from a class by reason of circumstances beyond his/her control or if the student has been required to attend and activity sponsored by the University. Faculty members who sponsor activities that require class absences must send a list of student names to each faculty member concerned at least three days before the scheduled absence.

“Faculty members may levy academic penalties upon unexcused absences; however, such penalties for unexcused absences will be a part of each course syllabus and will be distributed to each class at the beginning of each term, a copy filed in the departmental office.”

For all sections, each student is to be in class and prepared for class each scheduled class day. A student whose absence is not warranted by an official excuse or by a doctor’s written statement will receive a grade of zero for work due in class and for all work done in class on the day of the absence.

Your attendance and participation in class are essential for a complete learning experience. The type of learning that takes place between you, your instructor, and your classmates cannot be acquired on an individual basis. This class meets only one day per week, and much information must be covered to help you maximize your potential for success at TROY and in life after the University. **THEREFORE, IS YOU MISS MORE THAN TWO CLASSES—EXCUSED OR UNEXCUSED—YOU WILL RECEIVE A FAILING GRADE FOR THE COURSE.**

INCOMPLETE WORK: A student who has not prepared the entire class assignment for a given day will receive a grade of zero for class work on that day.

LATE WORK: Only those students who have been excused from class may hand in work late, and they must hand in all assigned work within one week from the last day of the excused absence.

ACADEMIC DISHONESTY:

Academic dishonesty is not accepted in this course. Cheating on a map quiz will result in a deduction of 10 points from your overall assessment. Cheating on an exam or handing in plagiarized materials will result in an automatic failing grade for the course.

AMERICANS WITH DISABILITIES ACT: Any student whose disabilities fall within ADA must inform the instructor at the beginning of the term of any special needs or equipment necessary to accomplish the requirements for this course.

THIS SYLLABUS IS TENTATIVE AND SUBJECT TO CHANGE: The instructor may make changes if deemed necessary. Changes will be announced in class.

Course Syllabus
Troy University Montgomery Campus
Calculus
MTH 1125 MSA
3 Credit Hours

Instructor:
Office:
Office Hours:
Telephone:
Cell Phone:
Fax:
Email:

Textbook: *Calculus, 9th Ed. By Varburg, Purcell, and Rigdon.* Pearson Prentice Hall. ISBN Number 0131429248, Student Solutions Manual 0131469665

Materials: Regular paper, Graph paper, and calculator (graphing calculators allowed, but will not be permitted on all tests)

Course Description: This is the first of three courses in the basic calculus sequence taken by students in science, engineering, and mathematics. Topics include limits of functions, derivatives of algebraic, trigonometric, exponential and logarithmic functions, their inverses, the definite integral, applications, and area problems. Applications of the derivative are covered in detail including approximations of error using differentials, maximum and minimum problems, and curve sketching using calculus.

Course Prerequisite: Completion of MTH 1114 or 1115, advanced placement, or a suitable score on the Troy University placement exam.

Course Objectives: MTH 1125 is a traditional Calculus course that includes the study of the limit, continuity, derivative, and integration, and applications of derivatives such as velocity, acceleration, maximization, and curve sketching; the introduction to the Riemann integral and the fundamental theorem of calculus. The student will be expected to learn the fundamental concepts of limits and continuity of functions; to understand the concept of derivative of a function; to learn how to differentiate algebraic, exponential, trigonometric and logarithmic functions, as well as combination of these functions; to recognize the usefulness of derivatives in applications; to understand how to apply derivatives to find slope, minima and maxima, related rates and approximations, to understand the concept of integration and its relationship to differentiation; to grasp The Fundamental Theorem of Calculus. The student is expected to demonstrate proficiency in these areas and to develop effective problem solving skills.

Method of Instruction: In class lecture, assigned homework, quizzes, and tests.

Evaluation: Your grade will be calculated as follows:

Quizzes (10 @ 10pts).....	100
Test 1.....	100
Test 2.....	100
Test 3 (Final).....	100
<hr/>	
Total Points.....	400

Grades will be assigned as follows

A.....	358-400 pts
B.....	318-357 pts
C.....	278-317 pts
D.....	238-277 pts
F.....	0-237 pts

Homework will be assigned on a nightly basis but will not be collected for a grade. The purpose of the homework assignments is to prepare you for the quizzes and the tests.

Dates for quizzes

Quiz 1.....	Monday, August 20 th
Quiz 2.....	Monday, August 27 th
Quiz 3.....	Monday, September 10 th
Quiz 4.....	Monday, September 24 th
Quiz 5.....	Monday, October 1 st
Quiz 6.....	Monday, October 15 th
Quiz 7.....	Monday, October 22 nd
Quiz 8.....	Monday, October 29 th
Quiz 9.....	Monday, November 19 th
Quiz 10.....	Monday, November 26 th
Quiz 11.....	Monday, December 3 rd

Dates for tests

Test 1.....	Monday, September 17 th
Test 2.....	Monday, November 5 th
Test 3.....	Wednesday, December 12 th

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Important Dates

August 13th.....Monday/Wednesday Classes Begin
August 19th.....Last day to drop courses without owing full tuition
September 3rd.....Labor Day Holiday (No Classes)
October 8th–15th.....Fall Break (No Classes)
October 15th.....Last day to drop a course without academic penalty (grade of W)
November 12th.....Veterans Day Holiday (No Classes)
November 21st–23rd..Thanksgiving Holiday (No Classes)
December 12th.....Monday/Wednesday classes end (Final Exam)
December 17th..... Graduation

Make-Up Policy: No make-up quizzes will be given. There are 11 quizzes scheduled with the lowest quiz being a dropped grade. In the event that a quiz is missed for **whatever** reason this will become the dropped grade. In the event that a test is missed, a make-up test will be forwarded with your name to the Gene Elrod Success Center (Whitley Hall, Room 500). It is your responsibility to make arrangements for the completion of your test with the Success Center staff. All make-up tests must be completed within seven calendar days of the original test date. Any person who fails to make up the test within this time frame will be awarded a grade of zero on the test. No make-up test will be given for the final.

Attendance Policy: Attendance for this course is **required**. Any student who misses more than three days without a valid, documented excuse will receive a grade of ‘F’ for the semester, regardless of their grade average.

Incomplete Policy: My policy is not to award grades of ‘I’ in any course. Exceptions may be made under exceedingly rare circumstances of major health problems or family crisis. Adequate written documentation is required from the student and the approval of the Associate Dean of Arts and Sciences must be obtained before this grade is awarded.

Americans With Disabilities Act: Students with disabilities, or those who suspect they have a disability, must register with the Disability Services Coordinator in order to receive accommodations. Students currently registered with the Disability Services Office are required to present their Disability Services Accommodation Letter to each faculty member at the beginning of the term. If you have any questions, please contact Jane Rudick, Disability Services Coordinator, Bell Building, Room 325. Her telephone number is 334-241-9587.

Tutoring: Tutoring is available during office hours and at the Gene Elrod Success Center. To make an appointment at the Gene Elrod Success Center call 334-241-9530.

Academic Misconduct: Students are expected to maintain academic integrity in all work in this course. See *The Oracle* for details. Procedures for violations are outlined in *The Oracle*. Each faculty member is required to report student behavior that appears contrary to the standards of discipline and academic honesty as described in *The Oracle*.

Classroom Management: Cell phones and beepers are very distracting in the classroom, and should be turned off or on silent. Any requests for exceptions to this policy should be discussed

with the instructor. Likewise, children should not be brought to class, except in emergency circumstances and only with the permission of the instructor.

Sections Covered

Chapter 0:	Sections 0.4 – 0.7
Chapter 1:	Sections 1.1 – 1.6
Chapter 2:	Sections 2.1 – 2.9
Chapter 3:	Sections 3.1 – 3.9
Chapter 4:	Sections 4.1 – 4.6
Chapter 5:	Sections 5.1 – 5.4
Chapter 6:	Sections 6.1 – 6.9

<u>Date</u>	<u>Assessment</u>	<u>Sections Covered</u>
August 13		0.4, 0.5
August 15		0.5, 0.6
August 17		0.6, 0.7
August 20	Quiz 1	1.1, 1.2
August 22		1.2, 1.3
August 24		1.3, 1.4
August 27	Quiz 2	1.4, 1.5
August 29		1.5, 1.6
August 31		1.6, 2.1
September 3		No Classes
September 5		2.1, 2.2
September 7		2.2, 2.3
September 10	Quiz 3	2.3, 2.4
September 12		2.4, 2.5
September 14		2.5, Review for Test
September 17	Test 1	Sections 0.4 – 2.5
September 19		2.6, 2.7
September 21		2.7, 2.8
September 24	Quiz 4	2.8, 2.9
September 26		3.1, 3.2
September 28		3.2, 3.3
October 1	Quiz 5	3.3, 3.4
October 3		3.4, 3.5
October 5		3.5, 3.6
October 8		No Classes
October 10		No Classes

October 12		No Classes
October 15	Quiz 6	3.6, 3.7, 3.8
October 17		3.8, 3.9
October 19		3.9, 4.1
October 22	Quiz 7	4.1, 4.2
October 24		4.2, 4.3
October 26		4.3, 4.4
October 29	Quiz 8	4.4, 4.5
October 31		4.5, 4.6
November 2		4.6 Test Review
November 5	Test 2	Sections 2.6 – 4.6
November 7		5.1, 5.2
November 9		5.2, 5.3
November 12		No Classes
November 14		5.3, 5.4
November 16		5.4, 6.1
November 19	Quiz 9	6.1, 6.2
November 21		No Classes
November 23		No Classes
November 26	Quiz 10	6.2, 6.3
November 28		6.3, 6.4
November 30		6.4, 6.5
December 3	Quiz 11	6.5, 6.6, 6.7
December 5		6.7, 6.8
December 7		6.8, 6.9
December 10		Review for Final Exam
December 12	Final Exam	Sections 5.1 – 6.9

Troy University-Montgomery Campus
Calculus
MTH 1125 MSA
Fall Semester 2007
3 Credit Hours
Vilardi
Learning Contract

- 1.) I have received a printed copy of the syllabus for this course.
- 2.) I certify that I have completed the prerequisite for this class (check appropriate response):

_____ I have completed MTH 1114 or 1115

_____ I have taken the Troy University mathematics placement exam and have been certified as eligible for this class.

_____ I have received advanced placement and have been placed in MTH 1125
- 3.) I understand that regular attendance is required in this class, and that I will receive a failing grade (F) in this course regardless of my class average if I miss four or more classes without a valid, documented excuse.
- 4.) I understand the make-up policies for this course and understand that in-class quizzes and the final exam may not be made-up.
- 5.) I agree to adhere to all Troy University policies regarding academic misconduct that apply to this course.

Student Signature: _____

Student Name (Print): _____

Date: _____

**TROY UNIVERSITY
ITS SHARJAH CAMPUS**

SYLLABUS

**MTH 2201
BUSINESS CALCULUS
SPRING 2006**

Course Number:	MTH 2201
Course Title:	Business Calculus
Instructor:	Mr. Abbas Ali
Lecturer Hours:	3 hours per week
Credits:	3
Course Prerequisite:	<i>MTH 1112 or MTH 1115 with a grade C or better or advanced placement</i>

Course Description:

An introduction to basic ideas and techniques of differential and integral calculus, especially as they relate to problems involving maximum and minimum values of functions and marginal analysis.

Course Objectives:

Upon completion of the course, the student should be able to:

1. Differentiate algebraic, logarithmic and exponential functions.
2. Explain the geometric significance of the derivative.
3. Use First and Second Derivative tests to find relative maximums and minimums.
4. Sketch accurate graphs of functions, showing relative maximums and minimums, concavity, points of inflection.
5. Find the absolute maximum and absolute minimum values of functions (if they exist). In particular, find the absolute maximum and absolute minimum values of continuous functions defined on closed intervals of finite length.
6. Apply techniques of differentiation to maximum/minimum problems, marginal analysis problems and approximations using differentials.
7. Compute anti-derivatives and definite integrals involving various algebraic, logarithmic and exponential functions.

Purpose:

To provide realistic applications that illustrates the uses of calculus to the management, social and biological science.

Course Contents:

1. Functions and Limits
2. The derivative, applications of the derivative
3. Techniques of differentiation
4. Exponential and Logarithmic functions
5. Trigonometric functions. The Definite Integral.
6. Techniques of Integration

Course Methodology:

The approach used will be classroom lecture covering concepts and problem solving techniques. Discussion of review exercises from the text book after every chapter. Class participation and discussion are strongly encouraged. Examinations, assignment, analysis and class participation will be the criteria for grades.

Scheme of Evaluation:

The performance of students shall be evaluated on the basis of class participation, assignment, test and examinations.

Announced quiz	10%
Mid-term	30%
Final	40%
Assignment	10%
Attendance & class participation	10%

Grading System:

Final grades will be awarded according to the following scheme of marks:

A	95-100	A-	90-94
B+	87-89	B	84-86
B-	80-83	C+	77-79
C	74-76	C-	70-73
D+	67-69	D	64-66
D-	60-63	F	59 and below

Attendance Policy:

Class roll will be taken at the beginning of the class session. Students who arrive after their name is called will be marked as absent. Eighty percent attendance is mandatory for a student to appear for the final examination of the course.

Cheating Policy:

Refer ITS Sharjah Campus Academic Regulations (catalog)

Text:

Calculus and its Applications by Goldstein, Lay and Schneider. (Ninth edition)

References:

Thomas' Calculus by Finney, Weir, Giordano (Updated tenth edition)

Course Syllabus
Troy University -- Montgomery Campus
Applied Discrete Mathematics
MTH 2215 MSA

Spring Semester 2007

Instructor:
Office:
Office Hours:
Telephone:
FAX:
Email:

Textbook: Rosen, *Discrete Mathematics and its Applications* (5th edition)

Materials: A scientific calculator is recommended for this course.

Course Description: Discrete mathematics with a computer science orientation is presented. Topics include sets, relations, logic, algorithms, and recursion.

Course Prerequisites: A grade of "C" or better in MTH 1112. *Note:* Credit will not count toward a major or minor in mathematics.

Course Objectives: To master the basic mathematical concepts necessary to understand the formal methods of computer science.

Method of Teaching: Lecture, assigned homework, in-class quizzes and tests.

Evaluation: Your course grade will be calculated as follows:

Average of quiz grades:	10%
In-class tests 1-3:	90% (each test counts 30%)

Homework will be assigned on a regular bases but will not be collected for a grade. The primary purpose of the homework is to prepare you for the in-class quizzes and tests.

You can expect to take an in-class quiz every Monday except for those Mondays when an in-class test is scheduled. The quizzes will be open book and will be based on material discussed in class and on the homework problems that have been assigned.

Make-up policy: If you miss the first or second in-class tests, a make-up test will be forwarded in your name to the Gene Elrod Success Center (Whitley Hall, Room 500). It is your responsibility to schedule a make-up time with the Success Center staff. The current schedule for make-up testing at the Success Center is:

Monday through Thursday	8:00 am. - 12:00 noon 4:00 pm. - 8:00 pm.
Friday	8:00 am. - 12:00 noon

You will have seven calendar days to make up the test. If you have not completed the make-up test within seven days, you will be awarded a grade of zero.

If you miss the third in-class test, you will be required to take a make-up exam the following morning.

You will not be permitted to make up any missed in-class quizzes.

Important note: All work for this course, including any make-up exams, must be completed by 12:00 noon, May 3, 2007.

Grades: Letter grades will be assigned using a ten-point scale:

A	=	90 - 100%
B	=	80 - 89%
C	=	70 - 79%
D	=	60 - 69%
F	=	0 - 59%

Note: I reserve the right to relax these standards, but not to increase them.

Attendance policy: I expect everyone registered for this course will attend class on a regular basis. Any student who misses four or more classes without a valid, documented excuse will receive a grade of 'F' for the semester, regardless of their grade average.

Incomplete policy: My general policy is to not award grades of 'I' (Incomplete) in any course. Exceptions, which are extremely rare, may be made in the event of a major, unplanned health or family crisis. Adequate documentation from the student and approval of the Associate Dean of Arts and Sciences for the Montgomery campus is required.

Academic misconduct: All students are expected to adhere to all university policies regarding academic misconduct. Violations will be reported to university authorities and may result in severe academic penalties, including expulsion. Refer to *The Oracle* (the student handbook) for further details.

Americans With Disabilities Act: Students with disabilities, or those who suspect they have a disability, must register with the Disability Services Coordinator in order to receive accommodations. Students currently registered with the Disability Services Office are required to present their Disability Services Accommodation Letter to each faculty member at the beginning of each term. If you have any questions, please contact Jane Rudick,

Disability Services Coordinator, Bell Building, Room 325. Her telephone number is (334) 241-9587, toll free 1-888-357-8843, extension 9587, or TDD 241-5418. Her mail address is jrudick@troy.edu.

Classroom policies:

1. Please turn off all cell phones, pagers, or other electronic devices before coming to class.

2. Troy University - Montgomery Campus discourages all students from bringing children to campus. In keeping with the spirit of that policy, I do not permit children in my classes. For further information about Troy University's policy regarding children on campus, please contact the Division of Student Services, (334) 241-9532.

Important Dates:

Every Monday:	In-class quiz
January 15:	Martin Luther King Day (no classes)
February 12:	First in-class test
March 5-11:	Spring Break (no classes)
March 12:	Last day to drop without academic penalty
March 26:	Second in-class test
May 2:	Third in-class test (last day of class)

Troy University - Montgomery Campus
Applied Discrete Mathematics
MTH 2215 MSA
Spring Semester 2007
Boncek

1. I have received a printed copy of the syllabus for this course.
2. I certify that I have completed the prerequisite for this class (check the appropriate response):

_____ I have completed MTH 1112 with a grade of 'C' or better.

_____ I have completed a course equivalent to MTH 1112 at another college or university.
3. I understand that regular attendance is required in this class and that I will receive a failing grade ('F') in this course regardless of my average if I miss four or more classes without a valid, documented excuse.
4. I understand the make-up policies for this course and understand that all work for this class must be completed no later than 12:00 noon, May 3, 2007.
5. I agree to adhere to all Troy University policies regarding academic misconduct that apply to this course.

Student signature: _____

Student name (print): _____

Date: _____

TROY UNIVERSITY
SYLLABUS
ITS SHARJAH CAMPUS

TROY 1101
TROY UNIVERSITY ORIENTATION
SPRING 2006

Course Number:	TROY 1101
Course Title:	Troy University Orientation
Instructor:	Dr. Baburajan
Lecturer Hours:	One hour per week
Credits:	1
Course Prerequisites:	None

Course Description:

The primary purpose of this course is to assist entering students in acquiring the necessary knowledge and skills to manage effectively the Troy University Sharjah campus environment in order to maximize their potential for success at the University, in their careers, and throughout their lives.

Course Objectives:

Upon completion of this course students will be able to:

1. Demonstrate the basic knowledge and skills required for successful university student life.
2. Demonstrate the basic understanding on Troy University programs and the use of resources.
3. Identify and select courses required for Troy University programs.
4. Develop critical thinking skills, study skills and strategies.
5. Manage their time effectively and deal with stressful situations.
6. Prepare and present a research paper independently.

Course Purpose:

The major purpose of this is to provide an opportunity for incoming Freshmen and transfer students to learn and adapt methods that will lead to success at the University.

Course Content:

- Troy University History, credit system, Troy programs, program requirements, CIS, evaluation and grading system, resources and graduation requirements.

- Test taking strategies: Tips for doing MCQ's, short answer questions and essay-type questions.
- How to prepare an assignment/research paper? Guidelines for preparing assignment, organization of the paper, APA style reference citation.
- Critical thinking, study skills and strategies.
- Familiarize with the use of Troy on-line library resources.
- Stress management, time management skills.
- Troy Sharjah Campus policies: Attendance, assignment, exam, make-up exam, grade appeal, discipline.
- Overview

Course Methodology:

The methodology used includes classroom lectures, class discussions, quizzes, case studies and assignments/research projects. Examinations, quizzes, reports and other means of evaluation helps students know how they stand in a course. The grade is the lecturer's official statement of the student's achievement as reflected in examinations, assignments and class participation.

Scheme of Assessment:

Mid term exam	60%
Assignments	20%
Class Participation/Quizzes	10%
Course file	10%

Grading System:

Grades are awarded according to the following scheme of marks:

A	95-100	A-	90-94
B+	87-89	B	84-86
B-	80-83	C+	77-79
C	74-76	C-	70-73
D+	67-69	D	64-66
D-	60-63	F	below 59

Attendance Policy:

Class role will be taken at the beginning of the class. Students who arrive after their name is called will be marked absent. Minimum 80% of class attendance for the semester is required to be eligible to sit for the final examination.

Cheating Policy:

Refer ITS Sharjah Campus academic regulations (catalog).

Materials:

Managing Your College Experience by Lee, ISBN: 0536003904
Troy Undergraduate Bulletin 2005-2006, www.troy.edu/catalogs

Supplements:

As deemed appropriate

APPENDIX D

COMPREHENSIVE FACULTY EVALUATION PLAN

This evaluation plan is developmental in that it emphasizes documenting progress toward goal attainment. It is tied directly to the Faculty Handbook in all of its elements and to the development of a portfolio that will serve as a basis for promotion and tenure application. It is designed to allow the Department Chair/Supervisor to guide faculty members through the promotion and tenure process in an advocacy role.

This plan is not intended to be an exhaustive or exclusive program for portfolio development. It is a framework which may also include peer evaluations, student evaluations, and other types of data. The annual cycle is defined as summer, fall, and spring terms; i.e., one complete academic year.

1. PROFESSIONAL DEVELOPMENT PLAN -----submitted annually by all faculty members by October 15.
2. YEAR-END SELF EVALUATION ----- submitted annually by all faculty members by August 15.
3. SUPERVISOR'S REVIEW ----- required yearly for ALL faculty; submitted by supervisor by September 15.
4. Copies will be filed in the Dean's Office and the Provost's Office.
5. Copies will be made available to the Faculty Promotion and Tenure Committee, and other University committees, as appropriate.

PROFESSIONAL DEVELOPMENT PLAN

Name: _____

Highest Degree: _____ Field: _____

Rank: _____

Date of appointment to current rank: _____

Date of initial employment at Troy University: _____

Will you be eligible for promotion in this academic year? _____

Instructions: Using the applicable portions of the Faculty Handbook Sections 3.1; 3.2; 3.3; 3.4; 3.5; and 3.6, together with the relevant items from the Supervisor's Review, describe your goals for professional development during the academic _____.

Part I. TEACHING (3.4.2) Weight: _____ (60% - 80%)

NOTE: Include Academic Advisement.

Part II. SCHOLARLY & CREATIVE ACTIVITIES (Combine 3.4.5 & 3.4.6) Weight: _____ (10% 0 30%)

Part III. SERVICE (Combine 3.4.4 and 3.4.7) Weight: _____ (10% - 30%)

Part IV. OTHER PLANS FOR PROFESSIONAL DEVELOPMENT:

Faculty Member's Signature _____

Date _____

Supervisor's Review

I certify that I have reviewed this Professional Development Plan.

Supervisor's Signature _____

Date: _____

Remarks:

YEAR-END SELF EVALUATION

INSTRUCTIONS: Summarize the completion of goals in each area:

I. TEACHING (INCLUDING ACADEMIC ADVISEMENT)

II. SCHOLARLY & CREATIVE ACTIVITIES

III. SERVICE

IV. OTHER

ADDITIONAL ACTIVITIES COMPLETED (Not Included on Professional Development Plan; add additional pages as necessary)

Faculty Member's Signature_____

Date_____

I certify that I have reviewed this Year-End Self Evaluation.

Supervisor's Signature_____

Date:_____

Remarks:

SUPERVISOR'S REVIEW OF FACULTY PERFORMANCE

TEACHING

Section 1: Student Evaluation

Instructions: In this section, 3.4.2 Student Evaluation, insert the average of all courses evaluated for the year using the Instructor and Course Assessment scores for item 1-9.

1. was prepared for class _____
2. demonstrated knowledge of the subject matter _____
3. presented subject matter clearly _____
4. encouraged class participation _____
5. clarified material for the student when requested _____
6. showed an interest in student achievement _____
7. kept appointments with students _____
8. reported grades to the students promptly, including mid-term grades _____
9. graded fairly _____

Section 2: Supervisor 's Evaluation

Instructions: Rate the faculty member being evaluated on a scale from low to high with 1 being the lowest rank and 5 the highest rank (NA=Not Applicable).

1. demonstrates command of subject NA 1 2 3 4 5
2. organizes subject matter clearly NA 1 2 3 4 5
3. maintains knowledge of current developments in teaching discipline . NA 1 2 3 4 5
4. relates subject matter to other areas NA 1 2 3 4 5
5. motivates students and broadens students interest in the subject . . . NA 1 2 3 4 5
6. uses effective teaching methods and strategies NA 1 2 3 4 5
7. available for and effective in academic and career advising NA 1 2 3 4 5
8. effective in directing students in clinical, internship, or thesis work . . . NA 1 2 3 4 5

4. Inventions & Patents

5. Publications (non-refereed)

6. Paper (refereed) presentation before learned societies

Section 2: Professional Competence

7. Receipt of awards, fellowships, internal grants, etc.

8. Advanced degree, post-doctoral education, certifications, clinical practice, etc.

9. Appointment or election in a scholarly or professional capacity to state, regional, or national post.

10. Participation in conference or professional organizations

11. Creation of educational materials

12. Review of scholarly work

13. Poster sessions/presentations (non-refereed papers)

14. Submitted research grant (external to university)

15. Papers submitted & awaiting publication (one/AY)

16. Participation in special program, WAC, etc.

Exceptions:

Faculty Member

Supervisor

EXCEPTION: RECOMMENDED _____ SUPERVISOR

EXCEPTION: APPROVED _____ DEAN

SERVICE

Instructions: The Supervisor will review the Faculty Member's activities and provide an explanation for appropriate items in accordance with the category items. Supporting evidence will be provided for goal accomplishment.

Section 1: Service to the University

Items

1. Service on and participation in the business of University-wide standing or ad-hoc committees and councils:

V. SERVICE

VI. OTHER

ADDITIONAL ACTIVITIES COMPLETED (Not Included on Professional Development Plan; add additional pages as necessary)

Faculty Member's Signature_____

Date_____

I certify that I have reviewed this Year-End Self Evaluation.

Supervisor's Signature_____

Date:_____

SUPERVISOR'S REVIEW OF FACULTY PERFORMANCE

TEACHING

Section 1: Student Evaluation

Instructions: In this section, 3.4.2 Student Evaluation, insert the average of all courses evaluated for the year using the Instructor and Course Assessment scores for item 1-9.

1. was prepared for class _____
2. demonstrated knowledge of the subject matter _____
3. presented subject matter clearly _____
4. encouraged class participation _____
5. clarified material for the student when requested _____
6. showed an interest in student achievement _____
7. kept appointments with students _____
8. reported grades to the students promptly, including mid-term grades _____
9. graded fairly _____

Section 2: Supervisor 's Evaluation

Instructions: Rate the faculty member being evaluated on a scale from low to high with 1 being the lowest rank and 5 the highest rank (NA=Not Applicable).

1. demonstrates command of subject NA 1 2 3 4 5
2. organizes subject matter clearly NA 1 2 3 4 5
3. maintains knowledge of current developments in teaching discipline . NA 1 2 3 4 5
4. relates subject matter to other areas NA 1 2 3 4 5
5. motivates students and broadens students interest in the subject . . . NA 1 2 3 4 5
6. uses effective teaching methods and strategies NA 1 2 3 4 5
7. available for and effective in academic and career advising NA 1 2 3 4 5
8. effective in directing students in clinical, internship, or thesis work . . . NA 1 2 3 4 5
9. demonstrates integrity and objectivity in teaching NA 1 2 3 4 5

5. Publications (non-refereed)

6. Paper (refereed) presentation before learned societies

Section 2: Professional Competence

7. Receipt of awards, fellowships, internal grants, etc.

8. Advanced degree, post-doctoral education, certifications, clinical practice, etc.

9. Appointment or election in a scholarly or professional capacity to state, regional, or national post.

10. Participation in conference or professional organizations

11. Creation of educational materials

12. Review of scholarly work

13. Poster sessions/presentations (non-refereed papers)

14. Submitted research grant (external to university)

15. Papers submitted & awaiting publication (one/AY)

16. Participation in special program, WAC, etc.

Exceptions:

Faculty Member

Supervisor

EXCEPTION: RECOMMENDED _____ SUPERVISOR

EXCEPTION: APPROVED _____ DEAN

SERVICE

Instructions: The Supervisor will review the Faculty Member's activities and provide an explanation for appropriate items in accordance with the category items. Supporting evidence will be provided for goal accomplishment.

Section 1: Service to the University

Items

1. Service on and participation in the business of University-wide standing or ad-hoc committees and councils:

a. Chairperson

b. Member

2. Service to and participation in the business of the regular faculty.

3. Service as a sponsor of or advisor to student groups and student organizations.

4. Fulfillment of special assignments (e.g., administrative assignments, recruitment, research for the University accreditation studies).

5. Service in support of student recruitment.

6. Directing or managing an administrative unit; managing programs or projects.

Section 2: Service To The College/School

7. Service to and participation in the business of college/school standing or ad hoc committees and councils:

a. Chairperson

b. Member

8. Service to and participation in the business of the faculty.

9. Service as a faculty advisor for student organizations and activities.

10. Service as a supervisor or sponsor for student interns.

11. Attendance or participation in college/school or campus functions and activities.

Section 3: Service To The Community

12. Service in the individual's professional area as a consultant or in a research capacity to public or private agencies.

13. Service as a resource person.

14. Speeches and lectures to community groups.

15. Active participation in community activities which enhance the image of the University.

16. Service provided to promote continuing education and professional development within the community.

17. Civic organizations:

a. Officer

b. Member

Exceptions:

RECOMMENDED _____ SUPERVISOR

APPROVED _____ DEAN

Documentation:

Letters of recognition, appreciation, confirmation, or appointment.

Copies of awards, grants, or fellowships.

Copies of in-house publications, books, inventions, copyrights, patents, paper presentations, conference, workshop, or seminar sessions.

Supervisor evaluations.

Peer reviews.

Student evaluations of instruction.

Nondisciplinary research or publications.

Special recognitions.

Overall Evaluation

Remarks:

1. Teaching (Including Advisement)

2. Scholarly & Creative Activities

3. Service

4. Other (add additional pages as needed)

Supervisor's Signature_____ Date_____

Faculty Member's Review

I certify that I have reviewed this evaluation by my supervisor.

Faculty Member's Signature_____

Date_____

APPENDIX E
Course Evaluation Form

Troy University Survey



**COURSE SURVEY
TROY UNIVERSITY
TROY Global Campus**



NOTE: All survey results for this course will be combined into one summary, which will be distributed to the site Principal/President, TROY Global Campus, and to the Lecturer/Professor AFTER grades are received. Your candid responses are appreciated.

Semester/Academic Year : _____
Teaching Site : _____
Course Title : _____
Course Number : _____
Lecturer/Professor's Name : _____

INFORMATION THAT WILL AID STATISTICAL ANALYSIS

1. What is your degree objective?
Master : _____
Bachelor : _____
Associate : _____
2. How many courses have you taken, including this one?
3. Have you taken courses at another college or university?
Yes : _____
No : _____

STUDENT SUPPORT SERVICES

4. *In general*, do you feel that the College or Institute does a good job of taking care of your academic service needs?
Yes : _____
No : _____
5. Text books were available, if applicable, for this subject before the first class?
Yes : _____
No : _____
6. Syllabus was available for this subject before the first class?
Yes : _____
No : _____
7. This subject was announced far enough in advance to enable you to plan:
Yes : _____
No : _____

EVALUATION OF THE LECTURER/PROFESSOR

- Strongly Agree: SA
Agree: A
No Opinion: N
Disagree: D
Strongly Disagree: SD

Circle appropriate response.

8. If I had a choice, I would take this Lecturer/Professor again.
SA A N D SD
9. The Lecturer/Professor obviously took their obligation to thoroughly prepare for class seriously.
SA A N D SD
10. Lecturer/Professor demonstrated knowledge of subject matter.
SA A N D SD
11. The Lecturer/Professor presented the subject matter clearly.
SA A N D SD
12. The Lecturer/Professor clarified course material when requested.
SA A N D SD

13. The Lecturer/Professor graded fairly.
SA A N D SD
14. The Lecturer/Professor reported grades to student within a reasonable time.
SA A N D SD
15. The Lecturer/Professor showed an interest in student achievement.
SA A N D SD
Comments (more space last page)
16. The amount of work required in this class was what I expected for this course.
SA A N D SD
Comments (more space last page)
17. The Lecturer/Professor encouraged class participation.
SA A N D SD
18. The Lecturer/Professor kept appointments with you (answer "N" if not applicable).
SA A N D SD
19. The Lecturer/Professor provided satisfactory feedback on written work.
SA A N D SD
20. I would say that in this course I handed in this many pages of *outside* written work :

USE OF EDUCATIONAL SUPPORT FACILITIES & SERVICES

21. This course required me to visit a library, or to use research resources that I could find on the Internet.
Yes : _____
No : _____
22. If you answered **YES** to Question 21, please respond to the following items :
- a. This course required me to make one or more trips to the library :
Yes : _____
No : _____
- b. This course required me to use an interlibrary loan :
Yes : _____
No : _____
- c. This course required me to use other resources within the library :
Yes : _____
No : _____

- d. For this course, I did on-line research from a PC :
 Yes : _____
 No : _____
- e. Other : (please specify comments with space available on the last page)
23. I received “library briefing and library assistance” in this class to help me with my research. (This question refers to course-specific information prepared by the librarian as a class handout to identify journals, indices, CD-ROM products or other aids to facilitate student research).
 Yes : _____ (Please go to question 26)
 No : _____ (Please go to question 27)
24. If you received “library briefing and library assistance”, how useful was it to you?
 Very useful: _____
 Somewhat useful: _____
 It was of little or no help to me: _____
 I really did not look at it: _____
25. Did the Librarian give your class a briefing?
 Yes : _____
 No : _____
26. If the librarian gave a briefing to your class, how useful was it?
 Very useful: _____
 Somewhat useful: _____
 I did not get much out of the briefing: _____
 I missed the briefing and cannot evaluate it: _____

OTHER SUPPORT FACILITIES

27. The College provides classroom space and does room scheduling. Would you say that the classroom used for your course was at least adequate for educational purposes?
 Yes : _____
 No : _____
 If **No**, please briefly explain your answer with space available on last page.

28. Some courses should incorporate statistical software, spreadsheets, or computer simulations into instruction. The fact that your course may not have done so is not necessarily a negative reflection on the instructor, since not all courses lend themselves to these types of computer applications. This said, please indicate which statement best describes your course. *Note that the statements are **not concerned** with word processing:*
 Instructor required extensive use of statistical software, spreadsheets, or simulations: _____
 Instructor required some use of these applications but not a lot: _____
 Instructor required little or no use of these applications: _____
29. This question concerns the College Computer Lab(s). Did you use the Lab for any reason this term, whether for this course or not, word processing or otherwise?
 Yes : _____ (Please answer questions 32 - 34)
 No : _____ (Please go to the questions on weekend format, question 35, if yours was a weekend class. Otherwise, please use last page for additional comments).
30. If you used the College Computer Lab(s), what was your level of use?
 I used their computers frequently: _____
 I used their computers sometimes but not a lot: _____
 I used their computers only once or a few times: _____
31. The computer hardware/software that you used appeared to be in working order:
 Yes : _____
 No : _____
32. The printer that you used was functioning and supplied with paper:
 Yes : _____
 No : _____

ADDITIONAL QUESTIONS FOR WEEKEND STUDENTS (Reply Only If The Course Was Conducted On Weekends)

33. How many weekends did this course run? _____
34. How many courses have you taken on a weekend basis: _____
35. In general, would you say that the weekend format allowed you to achieve a level of competence in this course that is comparable to what you could have achieved under a more traditional course format?
 Yes : _____
 No : _____

36. Do you feel that this course covered less material than if it had been offered on a more traditional format?
Yes : _____
No : _____
37. Do you feel that the weekend format is so intensive that it has adversely affected your ability to retain what you learned in this course?
Yes : _____
No : _____
38. How would you describe your Lecturer/Professor's teaching style?
Reliance entirely on lecture: _____
Lecture, with highly structured opportunities for class or group discussion: _____
Teaching primarily through class presentation or roundtable discussion: _____

THANK YOU FOR COMPLETING THIS SURVEY, PLEASE ADD ANY ADDITIONAL COMMENTS THAT YOU WOULD LIKE TO MAKE.

* Please refer to the question number your comment is coming from, if any.

APPENDIX F
Roster of Instructional Staff

1	2	3	4
Name	Courses Taught / Certifications	Academic Degrees Earned	Other Qualifications
Das, Sunil	CS 2261 CS 3357 CS 3365 CS 3372 CS 4445	Ph.D., Radiophysics/Electronics, University of Calcutta M.S., Radiophysics/Electronics, University of Calcutta B.S. Physics, University of Calcutta	
Eiland, Patricia	CS 2244	M.S., Statistics, Florida State University B.A., Mathematics/Biology, Huntington College	Detailed support documentation is in the faculty file.
Fleming, James	CS 2244 CS 2260	M.S., Computer/Info Science, Troy University B.S., Computer/Info Science, Troy University	
Mariano, Matthew	CS 3323 CS 3329 CS 4420 CS 4462 CS 4443 CS 4448	Ph.D., Systems Science, State University of New York M.S., Mathematics, Fairleigh Dickinson University B.S. Mathematics, Fairleigh Dickinson University	

Orhun, Emrah	CS 3332	Ph.D., Electrical/Electronics Engineering, King's College, U.K. M.S., Education Studies, Oxford University, U.K. Ph.M., Electrical/Electronic Engineering, Brunel University, U.K. B.S., Electrical Engineering, Middle East Tech University	
Ozkarahan, Irem	CS 3325	Ph.D., Industrial/Management Systems Engineering, Arizona State University M.A.S., Industrial Engineering, Arizona State University B.S., Industrial Engineering, Middle East Tech University	
Tien, Dinh Ba	CS 2244 CS 2260 CS 3323 CS 3329 CS 3330 CS 4448	Ph.D., Computer Science, University of Huddersfield, U.K. B.S., Computer Science, University of Natural Sciences, Ho Chi Minh City, Vietnam	
Nguyen, Chan Huy	CS 2260 IS 2244 IS 3300 IS 3320	M.S., Computer Science, Western Washington University B.S., Computer Science, Western Washington University	
AliFarhani, Sheryl	IS 3339 IS 4443	M.S., Computer Information Systems, Troy State University at Montgomery B.S., Columbus College	
Amponsah, David	MKT 4468 MKT 4464 MKT 4462 MKT 4465	Ph.D., Marketing, Michigan State University M.B.A., Andrews University, Berrien Springs, Michigan B.S., Andrews University, Berrien Springs, Michigan	

Baek, Chung	FIN 4435 FIN 4431 FIN 4432	Ph.D., Finance, University of Nebraska, Lincoln, Nebraska M.S., Actuarial Science, University of Nebraska, Lincoln, Nebraska B.S., Mathematics, YonSei University, Seoul, Korea	
Bailey, Scott	BUS 1101 MGT 3373 MGT 4460 MGT 4480 MGT 4490 QM 2241 QM 2242 QM 3342	Ph.D., Mineral Economics, Colorado School of Mines M.P.A, Organizational Development, Colorado University M.S., Applied Mathematics, Colorado University B.S., Engineering, U.S. Military Academy	
Bailey, Wendy	ECO 2251 ECO 2252 ECO 3357 ECO 4451 QM 2241 QM 3341	Ph.D., Mineral Economics, Colorado School of Mines B.S., Mineral Economics, Pennsylvania State University	
Bilbeisi, Khamis	ACT 4495 ACT 4497 ACT 3394 ACT 3395 ACT 4491 ACT 4499 BUS 4499	Ph.D., University of Mississippi M.A., University of Georgia B.S., University of Jordan	
Burks, Eddy	ACT 3397 ACT 4494	D.B.A., Business Administration, Louisiana Tech University M.B.A., Louisiana Tech University B.S., Biology, University of Alabama	
Carnley, Cynthia	IS 3320 IS 3330 IS 3346 IS 3380 IS 4430	M.S., Computer Science, Troy State University B.S., Computer Science, Troy State University	
Elbeck, Matthew	MKT 4481 MKT 4467 MKT 3363	Ph.D., Bus. Admin., University of Wales M.S., Bus. Admin., University of Wales B.S., Bus. Admin., City of University in London	

Fielding, Joseph	MKT 3365	Ph.D., Marketing, American University of London M.B.A., Marketing Management Research, Baruch College B.B.A., Accounting, Pace University at New York City	
Findley, Henry	MGT 4475 MGT 3375 MGT 3373 MGT 3379 MGT 4474 MGT 4475 MGT 4476 MGT 4479 MGT 4496	Ph.D., Management, Auburn University M.B.A., Auburn University B.S., Psychology, Management, Auburn University	
Fogelburg, Lawrence	FIN 3334 RMI 3335	Ph.D., Finance, University of Alabama B.B.A., Cleveland State University	
Garrott, Stephen	MKT 4461 MKT 4469	Ph.D., Marketing, University of Arkansas M.B.A., Murray State University B.S., Business Administration, Murray State University	
George, Joseph	IS 2241 IS 2244 IS 3300 IS 3345 IS 4499	Ph.D., Management, University of Pune, India M.A., Computer Science, University of Pune, India B.S., Science, Mangalore University, India	
Hoyt, James	BUS 3382 MGT 4475 MGT 3371	Ph.D., Business Administration, University of Texas at Arlington M.B.A., Northeastern University B.S., Physics, University of California at Sacramento	
Hunter, Debra	MGT 4482 MGT 4476 MGT 4474 MGT 3371 MGT 3379 MGT 4472 MKT 3361 MKT 4463 MKT 4468	D.B.A., Management Argosy University M.B.A., Troy State University B.B.A., University of Georgia	

Jordan, Carol	RMI 3335 RMI 3340 RMI 3342 RMI 3346 RMI 3348 RMI 4440 RMI 4449 RMI 4460	Ph.D. Business Administration, University of Georgia M.B.A., University of Georgia B.S., Business Administration, Bowling Green State University	
Krebs, Joseph	ACT 4435 ACT 4498 ACT 4491 ACT 3395 ACT 3391 ACT 3392 ACT 2291 ACT 2292	D.B.A., Mississippi State University M.B.A., Management, University of Miami B.B.A., Accounting, University of Miami	
Lee, Ingyu	IS 2260 IS 4460	Ph.D., Computer Science & Engineering, Pennsylvania State University M.S., Computer Science & Engineering, University of Nebraska B.S. Computer Science & Engineering, Sogang University, Seoul, Korea	
Magrath, Lorraine	ACT 3396	Ph.D., Accounting, University of Alabama M.B.A., University of Southern Mississippi B.S., Computer Science & Statistics, University of Southern Mississippi	
Mai, Yen Thi Hoang	ECO 2251 ECO 2252	M.A., Economics Development, University of Economics, Ho Chi Minh City, Vietnam B.A., Business International Trade, University of Economics, Ho Chi Minh City, Vietnam	
Merkel, Edward	ECO 3353 ECO 4451 FIN 4435	Ph.D., Economics, Northern Illinois University M.A., Economics, Northern Illinois University B.A., Economics, St. Procopius College (renamed: Benedictine University) Lisle, Illinois	

Minsky, Barbara	MGT 4483 MGT 4481	Ph. D., Bus. Admin. in Mgt., Louisiana State University and A&M College M.B.A., University of Tennessee at Chattanooga M.S., School Counseling, Brooklyn College of CUNY B.A., Psychology, Brooklyn College of CUNY	
Mosley, Gordon	MKT 3361 MKT 4463 MKT 3362 MKT 4466 MKT 4495	D.B.A., Marketing, Louisiana Tech University M.B.A., Michigan State University B.A., Political Science, Michigan State University	
Moten, Sabrena	LAW 2221	J.D., Law, University of Alabama B.A., Political Science, University of Alabama	
Phiromswad, Panida	MGT 3371 MGT 4478	Ph.D., Management, Webster University, St. Louis, Missouri M.P.A., National Institute of Development Administration, Bangkok, Thailand	
Phiromswad, Piyachart	ECO 2251 ECO 2252 ECO 3357 ECO 3358	M.A., Economics, University of Missouri, St. Louis, Missouri B.A., Economics, Thammasat University, Bangkok, Thailand	

Ryan, James	IS 3300 IS 4447 IS 3349 IS 4440 IS 4450 IS 4451	Ph.D., Management, Auburn University Master of Management, Information Systems, Auburn University B.S., Business Administration, Auburn University	
Sayre, Meredith	MGT 4473 LAW 2221	J.D., Law, Gonzaga University School of Law, Spokane, Washington B.A., Anthropology, Linfield College, McMinnville, Oregon	
Selden, Gary	MKT 4482 MKT 4481 MKT 3361 MKT 4466 MKT 4462 MKT 4464 MKT 3364 MKT 4461 MKT 4495	E.D.D., University of Georgia M.B.A., Kennesaw University B.A., Mathematics, Ithaca College	
Shute, Christina	SPH 2241 TROY 1101	M.A., Communication, San Diego State University, San Diego, California B.A., Communication, San Diego State University, San Diego, California	
Stewart, Robert	FIN 4437 FIN 3333 FIN 3336 FIN 4438	A.B.D., Business Administration, University of Mississippi M.B.A., University of Mississippi B.A.A., University of Mississippi A.A., Pearl River Junior College	
Stottlemeyer, Diane	MGT 4490	M.B.A., Northcentral University M.S., California State University Dominguez B.S., General Studies, Indiana University A.A., Paso-Hernando Community College	

Thuy, An Duong	TROY 1101 MGT 3371 MGT 3375	M.S., Human Resource Management, Marshall University, West Virginia B.A., International Business, University of Foreign Trade, Ho Chi Minh City, Vietnam B.A., Linguistics and Language, University of Social Science and Humanities, Ho Chi Minh City, Vietnam	
Tuyen, Le Hiep	TROY 1101	DR. Ingenieur, Electrotechnics, Technical University, Berlin, Germany M.E., Technical University, Berlin, Germany B.E., Munich University of Applied Science, Munich, Germany	
Wheatley, Robert	MGT 4471 MGT 4485	Ph.D., Business Education, Ohio State University M.A., Business Education, University of Kentucky B.S., Business Education, Elizabethtown College A.A., Accounting and Business Admin., Goldey Beacon Junior College	
Whitlock, James (Mike)	FIN 3331 FIN 3332 ACT 2291 ACT 2292	M.B.A., Columbus State University, Columbus, Georgia B.S., Accounting and Economics, Jacksonville State University, Jacksonville, Alabama	

APPENDIX G

SLOs

Computer Science

Mission and Relation to University Mission:

The purpose of the Computer Science Program is consistent with that portion of Troy University's purpose statement, which follows:

"The University offers associate, bachelor's, master's, and educational specialist degrees. It is dedicated to the preparation of students in a variety of fields in the arts and sciences, fine arts, business, communication, applied sciences, nursing, and allied health sciences, as well as to its historic role in the preparation of teachers."

"To provide educational programs that enable students to read, write, compute, speak effectively, and think critically."

"To prepare students to demonstrate competence in their chosen field(s) of study at appropriate degree levels and to encourage excellence in student learning."

"To develop programs to meet constituency needs."

In particular, the CS program aims at preparing students for the future graduate study as well as employment. To this end, the CS program strives to help the students build a solid theoretical foundation as well as practical skills.

Expected Outcomes/Student Learning Outcomes with Assessment Measures:

1. The student will demonstrate program writing skills in C++ or other programming languages prescribed by the instructor.

Assessment Measures: 70% of students will score above 70 on targeted questions on the final exam for CS 2260.

2. The student will demonstrate competence in Data Structure.

Assessment Measures: 70% of students will score above 70 on targeted questions on the final exam for CS 3330.

3. The student will demonstrate competence in Data Communications.

Assessment Measures: 70% of students will score above 70 on targeted questions on the final exam for CS 4445.

General Business Major

All graduates from the General Business program at Troy University complete a general studies core of courses, a business core of courses, and courses of study in the General Business Major with a selected concentration that provide them with the opportunity to understand and apply relevant subject matter. In particular, the program is designed and implemented so that students will have the opportunity to (1) learn and understand the current theory and practice of business and (2) obtain entry-level employment in the private sector and other business related fields and (3) gain acceptance into graduate school or law school. In addition, students will be encouraged to develop ethical and socially responsible behavioral patterns and intercultural communication skills and global awareness.

Mission and Relation to University Mission:

The purpose of the University includes “providing a variety of educational programs at the undergraduate...levels for a diverse student body” with an emphasis on student centeredness, quality academic programs, and global awareness. The purpose of the General Business program relates specifically to the University’s objectives of providing programs that equip students to think and act critically. The program prepares students to acquire and demonstrate competence in their chose field(s) of study. The program is also designed to address the needs of constituencies. The purpose of the General Business program is consistent with the Troy University mission statement.

Expected Outcomes/Student Learning Outcomes with Assessment Measures:

1. The student will demonstrate a general knowledge of business theories and concepts, including functional areas. Each General Business major is expected to meet or exceed the national average on the Major Field Achievement Test in Business in the relevant concentration areas, including functional areas.
2. The student will demonstrate effective writing skills, as measured by passing a standardized writing assessment with a score of 60% or higher to be administered in BUS 3382, Business Communications.
3. The student will demonstrate critical thinking skills, as measured by passing a critical thinking standardized exam with a score of 60% or higher to be administered in MGT 4476, Strategic Management.
4. The student will recognize, understand and apply the basic concept of the law and its importance to business. Mastery of the subject will be demonstrated by a score of 60% or higher on the Major Field Test. (LAW 2221)

Accounting Major

Mission and Relation to University Mission:

To provide a quality education in accounting and prepare students for the job market, locally and nationally.

Expected Outcomes/Student Learning Outcomes with Assessment Measures:

Upon completion of the Accounting major course requirements, students will be able to:

1. Record business transactions. This will be measured by having 75% or more students who receive a grade of “C” or better in ACT 3391 and ACT 3392. Additionally, 75% of students will score 50% or better on a faculty-prepared assessment exam given in the accounting capstone course, ACT 4497.
2. Prepare the three basic financial statements (the balance sheet, income statement, and statement of cash flows). This will be measured by having 75% or more students who will receive a grade of “C” or better in ACT 3391 and ACT 3392. Additionally, 75% of students will score 50% or better on a faculty-prepared assessment exam given in the accounting capstone course, ACT 4497.
3. Analyze financial statements and use financial statements for decision making. This will be measured by having 75% or more students who will receive a grade of “C” or better in ACT 3391, ACT 3392, and ACT 3395. Additionally, 75% of students will score 50% or better on a faculty-prepared assessment exam given in the accounting capstone course, ACT 4497.
4. Understand the fundamental concepts of auditing, business combinations, and governmental accounting. This will be measured by having 75% or more students who will receive a grade of “C” or better in ACT 4497, ACT 4491, and ACT 4494. Additionally, 75% of students will score 50% or better on a faculty-prepared assessment exam given in the accounting capstone course, ACT 4497.
5. Understand the fundamentals of tax law and tax regulation. This will be measured by having 75% or more students who will receive a grade of “C” or better in ACT 4494 and ACT 4495. Additionally, 75% of students will score 50% or better on a faculty-prepared assessment exam given in the accounting capstone course, ACT 4497.
6. Recognize, understand and apply the basic concepts of the law and its importance to business. Mastery of the subject will be demonstrated by 60% or better on the Major Field Test. (LAW 2221)

Finance Major

The B.S.B.A. Finance Major program is organized to provide students an opportunity to obtain knowledge of fundamental and advanced financial concepts and fundamental concepts of accounting, economics, management, marketing, and related business disciplines. The undergraduate Finance Program is designed to offer students the opportunity to prepare for graduate school and careers in finance.

The undergraduate Finance Program is designed and implemented to fulfill its primary mission: “The Finance Program is committed to preparing students for careers with increasing professional and managerial responsibility in finance as well as government and business” and to preparing undergraduate students “admission to graduate programs in business.”

Mission and Relation to University Mission:

The B.S.B.A. Finance Major is designed and implemented to fulfill the University’s purpose. The Finance Program directly relates to the University Mission Statement and the first four Institutional Objectives:

1. In its basic form a student-centered culture designs all aspects of learning, deliver and support to meet the needs of students. Finance faculty are available to address student issues as and when they arise. Throughout their education experience, the finance faculty are committed to student success.
2. The Finance Program engages in an academic environment in which values are derived from the mission and goals of the institution and tenets of finance.
3. Finance major graduates are exposed to basic issues that impact multinational corporations. In addition, students may elect to take an international finance course.
4. The Finance Program enables students to effectively communicate their ideas orally and in writing.
5. The Finance Program develops student competencies that are essential for success in graduate studies.

Expected Outcomes/Student Learning Outcomes with Assessment Measures:

Upon completion of the Finance Major course requirements, students will be able to:

1. Compute the value of the stocks, bonds and other business assets. At least 75% of finance majors will demonstrate mastery of this concept by scoring 75 on the Program Outcome Exam. Students will be administered a Program Outcome Exam in the Financial Management course.
2. Identify how financial markets and institutions operate, in a domestic or international environment. At least 75% of finance majors will demonstrate mastery of this concept by scoring 75 on the Program Outcome Exam. Students will be administered a Program Outcome Exam in the Financial Management course.

3. Analyze a firm's financial condition using its financial statements and ratios. At least 75% of finance majors will demonstrate mastery of this concept by scoring 75 on the Program Outcome exam. Students will be administered a Program Outcome Exam in the Financial Management course.
4. Evaluate capital budgeting and financing decisions with respect to cost of capital, capital structure, and financial forecasting. At least 75% of finance majors will demonstrate mastery of this concept by scoring 75 on the Program Outcome Exam. Students will be administered a Program Outcome Exam in the Financial Management course.
5. Compute and discuss the risk and return concepts from the perspective of an individual asset and a portfolio. At least 75% of finance majors will demonstrate mastery of this concept by scoring 75 on the Program Outcome Exam. Students will be administered a Program Outcome Exam in the Financial Management course.
6. College of Business students are expected to score at the national average or above on the Major Field Test (MFT). Students will be administered the MFT by the College of Business.

Marketing Major

All graduates from the Marketing program at Troy University complete a general studies core of courses, a business core of courses, and courses of study in the Marketing Major that provide them an opportunity to understand and apply the subject matter. Students will be prepared for either careers in the private sector and business-related fields, graduate school, or careers in marketing. In particular, the program is designed and implemented so that students will have the opportunity to (1) know and understand the current theory and practice of business, (2) obtain entry-level employment in the private-sector and other business-related fields, and (3) develop the knowledge foundation that will enable them to continue into graduate school.

Mission and Relation to University Mission:

The purpose of the University includes being “dedicated to the preparation of students in a variety of fields in...business...” The general studies core meets the University’s purpose of providing a “strong liberal arts core...” The purpose of the Marketing program relates specifically to the University’s objectives of providing “programs that enable students to read, write, compute, speak effectively, and think critically.” The program also prepares “students to demonstrate competency in their chosen field(s) of study at appropriate degree levels.”

Expected Outcomes/Student Learning Outcomes with Assessment Measures:

Upon completion of the Marketing major, students will be able to:

1. Explain the general principles and concepts of strategic marketing practice in both profit and non-profit organization.
2. Discuss the importance of customer value, satisfaction, and retention related to successful customer relationship marketing.
3. Explain the impact of the various uncontrollable variables that affect the successful implementation of marketing strategy.
4. Distinguish between the elements comprising consumer and industrial markets.
5. Comprehend the issues affecting long term growth strategies of the firm including new product offerings and global markets.
6. Identify the concepts required in successful market segmentation and targeting.
7. Explain the issues concerning the “positioning” and “differentiation” of market offerings.
8. Develop effective marketing programs related to product (tangible, intangible, and services), promotion, distribution, and pricing.

Risk Management and Insurance Major

All graduates from the Risk Management/Insurance Program will complete a general studies core of courses, a business core of courses, and courses of study in the Risk Management/Insurance major that will provide them with an opportunity to understand this subject matter. Students will be prepared for careers in property/casualty & life/health insurance and in risk management. In particular, the program is designed and implemented so that students will have the opportunity to (1) know and understand the current theory and practice of Risk Management/Insurance, (2) obtain entry-level employment in the Risk Management/Insurance field (or gain acceptance into graduate school or law school), and (3) identify Risk Management/Insurance business problems and present alternative solutions to these problems.

Mission and Relation to University Mission:

The purpose of the University includes being “dedicated to the preparation of students in a variety of fields in...business...and to develop program to meet the needs of constituencies.” The general studies core meets the University’s purpose of providing a “strong liberal arts core...” The purpose of the Risk Management/Insurance Program relates specifically to the University’s objective of providing “programs that enable students to read, write, compute, speak effectively, and think critically” and “to meet the needs of constituencies.” The program also prepares “students to demonstrate competency in their chosen field of study at appropriate degree levels.”

Expected Outcomes/Student Learning Outcomes with Assessment Measures:

Upon completion of the Risk Management/Insurance major, students will be able to:

1. Demonstrate a broad understanding of property casualty insurance regulations and requirements. Measure: Each student will pass the American Institute’s CPCU 520 (Insurance Operations, Regulation & Accounting) exam.
2. Demonstrate a broad understanding of commercial insurance regulations and requirements. Measure: Each student will pass the American Institute’s INS 23 (Commercial Insurance) exam.

Associate of Science in Business

Mission and Relation to Mission:

Through operations that span the State of Alabama, the United States, and the world, Sorrell College of Business equips our students with the knowledge, abilities and competencies to become organizational and community leaders who make a difference in the global village and global economy. Through this endeavor, we serve students, employers, faculty, and Troy University at large as well as in the local and global communities.

The Associate of Science in Business degree is designed to prepare students to compete in an increasingly global economy by equipping them with the knowledge, skills, abilities and competencies to understand the fundamental principles of business across a variety of disciplines and apply that knowledge and those skills, abilities and competencies in a manner enabling them to gain access to good jobs in businesses competing in today's dynamic economy.

Expected Outcomes/Student Learning Outcomes with Assessment Measures:

After completing the required concentration of business courses for the Associate of Science degree in Business, the student will demonstrate:

1. The ability to apply basic accounting principles. Measures: 75% of students scored a final grade of "C" or better in MGT 3371 and MKT 3361, as well as scoring at the national average on the Management portion of the Major Field Test for an Associate degree in Business.
2. The ability to apply the fundamental aspects of macro- and micro-theories of economics as they pertain to both national and global economies, discuss economic issues regarding income, employment, banking, public policy, value, production, distribution of income, and basic international economic systems, as well as concepts such as consumer behavior and the theory of the firm. Measures: 75% of students scored a final grade of "C" or better in MGT 3371 and MKT 3361, as well as scoring at the national average on the Management portion of the Major Field Test for an Associate degree in Business.
3. Knowledge of the principles of management and marketing, including major management theories, the functions of planning, organizing, leading, and controlling, the components of marketing and its role in business. Measures: 74% of students earned a final grade of "C" or better in MGT 3371 and MKT 3361, as well as scoring at the national average on the Management portion of the Major Field Test for an Associate degree in Business.
4. Knowledge of the principles of basic probability and statistics, to include counting rules, classic and empirical probability, descriptive and inferential statistics. Measures: 75% of students earned a final grade of "C" or better in QM 2241 and QM 3341, as well as scoring at the national average on the Quantitative portion of the Major Field Test for an Associate degree in Business.