

Course Number: 201B

Course Name: Organizational Strategy and Structure

Instructor: Gina Dokko

Term Offered: Winter

QUESTION 1

Please describe how each general skill or knowledge area is taught and/or practiced in your class and how you assess students in that area. Not every course teaches or practices every skill/knowledge area. However, if you specifically teach or practice an area in your course, you should describe how you assess the student and what kind of feedback the students receive. (AACSB Standard 9)

Item #	AACSB General Skill/Knowledge Areas for General Business Degrees	Brief description of skill/knowledge for the given course	How this skill/knowledge is taught in class?	How this skill/knowledge is practiced in class?	How is this skill/knowledge assessed in class? How does the student receive feedback?
1	Written and oral communication (able to communicate effectively orally and in writing)	Writing coherent analysis of a case study. Participating in class discussion and in-class analysis of cases.	Students are given instruction about how to complete a case analysis and expectations for in-class discussion are clearly laid out in the syllabus and covered in the first day of class.	Students practice in-class discussion in every class session.	A. Graded assignment: individual case analysis, group interim and final paper. Daily scoring of in-class contribution. B. Written feedback: on individual case analysis and group assignments C. Verbal feedback from instructor: on request
2	Ethical understanding and reasoning (able to identify ethical issues and address the issues in a socially responsible manner)	Ethics and strategy and corporate social responsibility is a class module comprising 1/10 of the course.	A reading and 2 case studies are given for these subjects.	The cases are analyzed in class.	A. Graded assignment: Frameworks may be used in group final paper. Daily scoring of in-class contribution B. Written feedback: on group final paper C. Verbal feedback from instructor: on request
3	Analytical thinking (able to analyze and frame problems)	Ability to analyze strategic situations and problems using strategy frameworks and available data	This skill is taught through assigned readings about strategy frameworks like Five Forces, the Resource Based View, Value Chain, etc., followed by brief lecture	The skills are applied using case studies analyzed in class.	A. Graded assignment: Frameworks may be used in individual case analysis, group interim and final paper. Daily scoring of in-class contribution B. Written feedback: on individual case analysis and group assignments C. Verbal feedback from instructor: on request D. Other: Possible exam questions

Item #	AACSB General Skill/Knowledge Areas for General Business Degrees	Brief description of skill/knowledge for the given course	How this skill/knowledge is taught in class?	How this skill/knowledge is practiced in class?	How is this skill/knowledge assessed in class? How does the student receive feedback?
4	Information technology (able to use current technologies in business and management contexts)	There is no IT requirement or content for this course			
5	Interpersonal relations and teamwork (able to work effectively with others and in team environments)	The final project for this course is a group assignment.	Teamwork skills are not formally taught in this course. However, there are a number of team assignments and informal group work that occurs throughout the course that allow practice of skills.	In-class group exercises	D. Other: Peer anonymous feedback
6	Diverse and multicultural work environments (able to work effectively in diverse environments)	There is no diversity or multi-cultural requirement for this course. However, students practice this requirement by working in diverse groups.		For in-class group exercises, I compose groups in various ways, including randomly and by design to achieve gender or cultural mix.	
7	Reflective thinking (able to understand oneself in the context of society)	This skill is not explicitly taught or required for this course; however, practice is encouraged. See #2, #6, #9, #16			
8	Application of knowledge (able to translate knowledge of business and management into practice)	Knowledge is primarily applied through the use of cases for teaching	The use of cases enables quasi-experiential learning	Cases are analyzed together in class	A. Graded assignment: individual case analysis, group interim and final paper. Daily scoring of in-class contribution B. Written feedback: on individual case analysis and group assignments C. Verbal feedback from instructor: on request

Item #	AACSB General Skill/Knowledge Areas for General Business Degrees	Brief description of skill/knowledge for the given course	How this skill/knowledge is taught in class?	How this skill/knowledge is practiced in class?	How is this skill/knowledge assessed in class? How does the student receive feedback?
9	Economic, political, regulatory, legal, technological, and social contexts of organizations in a global society	Firm strategy must take into account the broader environment that the firm operates in	Frameworks for analyzing the environment are presented in class lecture	Frameworks are applied through in-class analysis of cases	<p>A. Graded assignment: Frameworks may be used in individual case analysis, group interim and final paper. Daily scoring of in-class contribution</p> <p>B. Written feedback: on individual case analysis and group assignments</p> <p>C. Verbal feedback from instructor: on request</p> <p>D. Other: Possible exam questions</p>
10	Social responsibility, including sustainability, and ethical behavior and approaches to management	See #2			
11	Financial theories, analysis, reporting, and markets	Financial reporting reflects strategy, and students should be able to read financial reports to infer information about strategy.	It is expected that students already know how to read financial reports from required courses that occur earlier in the core sequence.	We use financial reports to analyze several cases in class.	<p>C. Verbal feedback from instructor: during case discussion</p> <p>D. Other: Possible exam questions</p>
12	Systems and processes in organizations, including planning and design, production/operations, supply chains, marketing, and distribution	These topics are outside of the scope of this course			
13	Group and individual behaviors in organizations and society	Strategy formulation and strategic decision-making	Students are assigned a reading and we cover 2 cases and 1 exercise on strategy formulation and strategic decision-making	The cases are analyzed in class and the exercise on strategy formulation is covered in class	<p>C. Verbal feedback from instructor: during case discussion</p> <p>D. Other: Possible exam question</p>
14	Information technology and statistics/quantitative methods impacts on business practices to include data creation, data sharing, data analytics, data mining, data reporting, and storage between and across organizations including related ethical issues	These topics are outside of the scope of this course			

Item #	AACSB General Skill/Knowledge Areas for General Business Degrees	Brief description of skill/knowledge for the given course	How this skill/knowledge is taught in class?	How this skill/knowledge is practiced in class?	How is this skill/knowledge assessed in class? How does the student receive feedback?
15	Leading in organizational situations	Since strategy is the purview and responsibility of firm leadership, the topic of leadership is frequently discussed in class. However, the academic topic of leadership is covered in other core courses that precede this one.			
16	Managing in a global context	Multi-national issues are primarily covered in reference to corporate strategy topics of diversification and vertical integration/outsourcing.	Students are exposed to global management through cases. Six cases covered in this course explicitly deal with global firms operating in multi-national contexts	Cases are discussed in class	A. Graded assignment: Frameworks may be used in individual case analysis and final paper. Daily scoring of in-class contribution B. Written feedback: on individual case analysis and group final paper C. Verbal feedback from instructor: on request D. Other: Possible exam question
17	Thinking creatively	Thinking creatively is highly valued in strategy; however, this skill is not explicitly taught in the course.			
18	Making sound decisions and exercising good judgment under uncertainty	The ability to make decisions under uncertainty is central to the practice of strategy. Strategic decision-making is covered in a 3 hour class module	Students are assigned a reading on bias and errors in judgment, and we cover a video case on strategic decision-making	The video case is seen and discussed in class	C. Verbal feedback from instructor: during case discussion
19	Integrating knowledge across fields	Formulating and implementing strategy requires knowledge of other all fields of business and the ability to integrate this knowledge	Knowledge gained in other core courses is used to understand strategy theory	Students are encouraged to use knowledge from other core courses both to complement strategy theory and to distinguish between firm strategy and functional strategies.	A. Graded assignment: knowledge from other courses, e.g. financial analysis, marketing is expected to be used for final paper. Daily scoring of in-class contribution B. Written feedback: for final paper C. Verbal feedback from instructor: during case discussions

QUESTION 2**Please describe students' opportunities for peer interaction and learning from each other. (AACSB Standard 10)**

Item #	Type of Student-Student Interaction	Brief description of the interaction	Describe the dialog between the students	Describe the forms of feedback the students receive	Describe how this activity is assessed
1	Group work	Students frequently work in groups for in-class exercises, and their final project is a group strategic analysis composed of two parts.	Students are expected to debate and discuss issues related to their final group project; however, I do not observe this interaction. During in-class exercises, students discuss specific questions or work on specific tasks I give them.	Students receive written feedback on the output of the group process (submitted assignments). They also have the opportunity to assess each other's work.	A. Graded assignment B. Written feedback D. Other: Peer anonymous written assessment
2	Group presentations to classmates	There are no group presentations in this course.			
3	Individual presentations to classmates	There are no individual presentations in this course.			
4	Other: Informal discussion with classmates	Students have frequent opportunities in class to have brief discussions with 1 or 2 other students about particular questions or cases before sharing thoughts with the whole class	Students air ideas and get quick feedback from 1 or 2 other students	Verbal from other students	D. Other: Peer verbal assessment

QUESTION 3

Please describe students' opportunities for faculty interaction. (AACSB Standard 10)

Item #	Type of Student-Instructor Interaction	Brief description of the interaction	Describe the dialog between the student and faculty member	Describe the forms of feedback the students receive	Describe how this activity is assessed
1	Lecture	Class lectures are very interactive with lots of student questions and responses and examples solicited	Students provide examples from work or from the news of concepts and ask questions. Students respond to questions from the instructor.	Students receive a grade for in-class contribution based on their level and quality of participation	A. Student-Course evaluation B. Graded part of course
2	Faculty member meets with group of students in class	Time is allocated in class for student groups to meet with instructor to discuss final project.	Students ask questions and instructor provides guidance	Instructor provides feedback on plan for final project	A. Student-Course evaluation
3	Faculty member meets with group of students outside of class	Student groups can schedule meetings with instructor at any time	Students ask questions and instructor provides guidance	Instructor provides feedback on plan for final project	A. Student-Course evaluation B. Other:
4	Faculty member holds office hours	On an individual basis, students may meet with instructor to discuss course concepts or assignments	Individual discussions on the phone or in-person about class assignments or course concepts	Students receive individual instruction and advice on assignments	A. Student-Course evaluation
5	Faculty members hosts online message board				
6	Other:	Students frequently email instructor about course concepts or assignments	Individual responses from faculty member to all student emails	Individual responses from faculty member to all student emails	A. Student-Course evaluation
7	Other:				

Course Number: MGT/MGB/MGP 205

Course Name: Financial Theory and Policy

Instructor: Brad M. Barber

Term Offered: Winter (MGT 205) and Spring (MGB/MGP 205)

QUESTION 1

Please describe how each general skill or knowledge area is taught and/or practiced in your class and how you assess students in that area. Not every course teaches or practices every skill/knowledge area. However, if you specifically teach or practice an area in your course, you should describe how you assess the student and what kind of feedback the students receive. (AACSB Standard 9)

Item #	AACSB General Skill/Knowledge Areas for General Business Degrees	Brief description of skill/knowledge for the given course	How this skill/knowledge is taught in class?	How this skill/knowledge is practiced in class?	How is this skill/knowledge assessed in class? How does the student receive feedback?
1	Written and oral communication (able to communicate effectively orally and in writing)	Ability to communicate complex financial information effectively	Review the construction and documentation of spreadsheets for financial presentations.	Case studies Assigned homework Exam 1 questions	A. Graded assignment B. Written feedback C. Verbal feedback from instructor
2	Ethical understanding and reasoning (able to identify ethical issues and address the issues in a socially responsible manner)	Understanding the tension that exists between multiple stakeholders in modern organizations	Class discussion regarding the shareholder and stakeholder views of corporations	Class discussion Case studies Assigned homework Exam questions	A. Graded assignment B. Written feedback C. Verbal feedback from instructor
3	Analytical thinking (able to analyze and frame problems)	Ability to solve sophisticated financial problems (e.g., retirement planning and capital budgeting problems)	Numerous case examples in class that we work through as a group	Case studies Assigned homework Exam questions	A. Graded assignment B. Written feedback C. Verbal feedback from instructor
4	Information technology (able to use current technologies in business and management contexts)	Familiarity with the use of EXCEL to perform sophisticated financial calculations	Numerous case examples in class that we work through as a group	Case studies Assigned homework Exam questions	A. Graded assignment B. Written feedback C. Verbal feedback from instructor
5	Interpersonal relations and teamwork (able to work effectively with others and in team environments)	Students are required to work in teams to (1) complete in-class case assignments and (2) group homeworks.	Breakout groups are used in class and students are required to participate.	Case studies Assigned homework	A. Graded assignment C. Verbal feedback from instructor

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6	Diverse and multicultural work environments (able to work effectively in diverse environments)	Sensitivity to the diverse backgrounds and skills.	Included as part of the course syllabus and discussed in class.	Examples	C. Verbal feedback from instructor
7	Reflective thinking (able to understand oneself in the context of society)	Sensitivity to the impact of business decisions on society.	Discuss the importance of externalities in how capital is allocated.	Case assignments Class discussion Exam questions	A. Graded assignment B. Written feedback C. Verbal feedback from instructor
8	Application of knowledge (able to translate knowledge of business and management into practice)	Applying complex financial concepts to real world problems.	Numerous case studies are used to show the real world application of financial concepts.	Class discussion Case studies Assigned homework Exam questions	A. Graded assignment B. Written feedback C. Verbal feedback from instructor
9	Economic, political, regulatory, legal, technological, and social contexts of organizations in a global society	Understanding how businesses respond to and shape societies.	Discussion of stakeholders in business organizations, externalities and their impacts on capital allocation.	Class discussion Case studies Assigned homework Exam questions	A. Graded assignment B. Written feedback C. Verbal feedback from instructor
10	Social responsibility, including sustainability, and ethical behavior and approaches to management	Understanding the tension that exists between multiple stakeholders in modern organizations	Class discussion regarding the shareholder and stakeholder views of corporations	Class discussion Case studies Assigned homework Exam questions	A. Graded assignment B. Written feedback C. Verbal feedback from instructor
11	Financial theories, analysis, reporting, and markets	Understanding sophisticated financial modeling, analysis, and the underlying economic motivations for the analysis.	Numerous class discussions, case studies, examples, and exams.	Class discussion Case studies Assigned homework Exam questions	A. Graded assignment B. Written feedback C. Verbal feedback from instructor
12	Systems and processes in organizations, including planning and design, production/operations, supply chains, marketing, and distribution	Understanding how capital is allocated in financial markets and within the firm.	Class discussion, case studies, and examples are used to explain the allocation of capital.	Case studies Assigned homework Exam questions	A. Graded assignment B. Written feedback C. Verbal feedback from instructor
13	Group and individual behaviors in organizations and society				

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14	Information technology and statistics/quantitative methods impacts on business practices to include data creation, data sharing, data analytics, data mining, data reporting, and storage between and across organizations including related ethical issues	Understanding the use of data in financial analyses (e.g., investment and capital budgeting problems)	Students conduct numerous analyses that require the use of data and projections to complete.	Class discussion Case studies Assigned homework Exam questions	A. Graded assignment B. Written feedback C. Verbal feedback from instructor
15	Leading in organizational situations				
16	Managing in a global context	Understanding the importance of international diversification.	Class examples and cases are used to demonstrate the basic concept of international diversification.	Class discussion Case studies Exam questions	A. Graded assignment B. Written feedback C. Verbal feedback from instructor
17	Thinking creatively				
18	Making sound decisions and exercising good judgment under uncertainty	Develop disciplined methods for evaluating investments.	Students are exposed to numerous examples of pitfalls that investors can fall into when selecting projects or investments		A. Graded assignment B. Written feedback C. Verbal feedback from instructor
19	Integrating knowledge across fields	Applying statistics, accounting, and economics to complex financial problems.	Students are required to analyze financial statements, use data to make projections, and understand equilibrium concepts.	Class discussion Case studies Assigned homework Exam questions	A. Graded assignment B. Written feedback C. Verbal feedback from instructor

QUESTION 2

Please describe students' opportunities for peer interaction and learning from each other. (AACSB Standard 10)

Item #	Type of Student-Student Interaction	Brief description of the interaction	Describe the dialog between the students	Describe the forms of feedback the students receive	Describe how this activity is assessed
1	Group work	Breakout groups in class. Team homework assignments.	A fundamental part of the class is breakout in-class group assignments. Students are asked to tackle challenging questions/topics in groups.	Instructor interacts with small groups during breakouts and grades group homeworks.	A. Graded assignment C. Verbal feedback from instructor
2	Group presentations to classmates				
3	Individual presentations to classmates	Breakout groups in class.	Students with mastery of a particular topic are asked to instruct classmates.	Instructor interacts with small groups to encourage cross-peer learning.	C. Verbal feedback from instructor
4	Other:				

QUESTION 3**Please describe students' opportunities for faculty interaction. (AACSB Standard 10)**

Item #	Type of Student-Student Interaction	Brief description of the interaction	Describe the dialog between the student and faculty member	Describe the forms of feedback the students receive	Describe how this activity is assessed
1	Lecture	Review of major concepts prior to in-class breakout assignments.	Lectures provide open-ended questions that students are expected to answer based on assigned readings.	Instructor solicits responses from students and guides the discussion.	A. Student-Course evaluation
2	Faculty member meets with group of students in class	In-class breakout group assignments	Students ask questions regarding specific sticking points on problems.	Instructor leads students without providing answers.	A. Student-Course evaluation
3	Faculty member meets with group of students outside of class	Meet with homework teams in person and via SKYPE as needed.	Review case assignments and provide feedback to students.	Instructor leads students without providing answers.	A. Student-Course evaluation
4	Faculty member holds office hours	Students are encouraged to ask questions about challenging material.	One-on-one review of problems or challenging course material.	Instructor leads students without providing answers.	A. Student-Course evaluation
5	Faculty members hosts online message board				
6	Other:				
7	Other:				

Course Number: MGT/MGB/MGP 268 (core class)

Course Name: Articulation and Critical Thinking

Instructor: Brian and Daniel Kennedy teach all sections from a common syllabus

Term Offered: Autumn

QUESTION 1

Please describe how each general skill or knowledge area is taught and/or practiced in your class and how you assess students in that area. Not every course teaches or practices every skill/knowledge area. However, if you specifically teach or practice an area in your course, you should describe how you assess the student and what kind of feedback the students receive. (AACSB Standard 9)

Item #	AACSB General Skill/Knowledge Areas for General Business Degrees	Brief description of skill/knowledge for the given course	How this skill/knowledge is taught in class?	How this skill/knowledge is practiced in class?	How is this skill/knowledge assessed in class? How does the student receive feedback?
1	Written and oral communication (able to communicate effectively orally and in writing)	Students advance to competence in both oral presentation skills (6 talks each) and 8 varied writing tasks in simulated business situations, plus a final written exam	Students acquire all 8 speaking skills explained in “Your Ladder to Great Presentations,” and 6 self-editing steps in “The Writing Staircase.”	Students rehearse talks, applying sequential improvement with select skills, then present and receive critiques. Writing assignments often shared among students in class for small-group discussion followed by all-play review	A. Graded assignment B. Written feedback C. Verbal feedback from instructor D. Other: Above, plus small group discussion in class on written assignments; peer critiques on talks
2	Ethical understanding and reasoning (able to identify ethical issues and address the issues in a socially responsible manner)	Critical thinking is a critical class component. Students tackle ethical issues in four cases/situations and learn objective analytical skills.	No readings on ethics. Instead, students test existing ethical views through debate and under Socratic questioning	Teams of three students debate. Role playing illustrates the viability and ethical nature of various positions	A. Graded assignment B. Written feedback C. Verbal feedback from instructor D. Other: Debate, role playing
3	Analytical thinking (able to analyze and frame problems)	Students repeatedly apply a structured critical thinking protocol to case analysis and business challenges	Readings from Foundation for Critical Thinking, plus chapters from two related books	Ongoing 5-person student teams analyze material prior to class; scribe sends conclusions to instructor. Socratic questioning in class, plus related individual written assignments	A. Graded assignment B. Written feedback C. Verbal feedback from instructor D. Other:

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4	Information technology (able to use current technologies in business and management contexts)	PowerPoint	Two self-tutorials on PowerPoint style	Student teams give PowerPoint presentations	A. Graded assignment C. Verbal feedback from instructor D. Other:
5	Interpersonal relations and teamwork (able to work effectively with others and in team environments)	Student teams of 5 critically analyze cases, etc., and learn to disagree and concur	Teams meet prior to most classes, with scribe summarizing salient points to instructor	Group debates at times on cases/business challenges.	A. Graded assignment B. Written feedback C. Verbal feedback from instructor D. Other:
6	Diverse and multicultural work environments (able to work effectively in diverse environments)	Not explicitly taught. However, student teams of 5 are assembled by instructor to include diverse gender, race, nationality, etc.			A. Graded assignment B. Written feedback C. Verbal feedback from instructor D. Other:
7	Reflective thinking (able to understand oneself in the context of society)	Critical analysis of case studies drop students into situations that pressure their beliefs and first responses	Lecture, Socratic questioning, debate, and written assignments	Students must defend their conclusions and viewpoints in all-play discussion, Socratic questioning, debate	A. Graded assignment B. Written feedback C. Verbal feedback from instructor D. Other: Peer criticism
8	Application of knowledge (able to translate knowledge of business and management into practice)	Case studies and challenging simulations, through critical analysis, make obvious the likely outcomes of the steps they advocate	Formal step-by-step analysis brings under review the positions they developed in their study teams	In addition to step-by-step analysis of likely real-world outcomes, students often have related individual writing assignments to share	A. Graded assignment B. Written feedback C. Verbal feedback from instructor D. Other: Peer review
9	Economic, political, regulatory, legal, technological, and social contexts of organizations in a global society				A. Graded assignment B. Written feedback C. Verbal feedback from instructor D. Other:

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10	Social responsibility, including sustainability, and ethical behavior and approaches to management	Students discuss The Friedman Doctrine in their study groups. Two complex business situations pit ethical behavior against business gain	Debate, plus each student writes an individual critique of the Friedman Doctrine	Teams debate, lecture is added, written assignments are at times shared in class	A. Graded assignment B. Written feedback C. Verbal feedback from instructor D. Other: Students vote for most convincing debaters
11	Financial theories, analysis, reporting, and markets				A. Graded assignment B. Written feedback C. Verbal feedback from instructor D. Other:
12	Systems and processes in organizations, including planning and design, production/operations, supply chains, marketing, and distribution				A. Graded assignment B. Written feedback C. Verbal feedback from instructor D. Other:
13	Group and individual behaviors in organizations and society	All cases/situations include logic, bias, partisan thinking, assumptions, consequences in real world	All material assigned to students deals with this	All material assigned to students deals with this	A. Graded assignment B. Written feedback C. Verbal feedback from instructor D. Other:
14	Information technology and statistics/quantitative methods impacts on business practices to include data creation, data sharing, data analytics, data mining, data reporting, and storage between and across organizations including related ethical issues				A. Graded assignment B. Written feedback C. Verbal feedback from instructor D. Other:
15	Leading in organizational situations	Various cases and challenges require leadership decisions. Writing by real business leaders is critiqued for effectiveness	Socratic questions and critical thinking bring forth possible outcomes and implications	Socratic questions and critical thinking bring forth possible outcomes and implications; this occurs in their study teams as well	A. Graded assignment B. Written feedback C. Verbal feedback from instructor D. Other:

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16	Managing in a global context				A. Graded assignment B. Written feedback C. Verbal feedback from instructor D. Other:
17	Thinking creatively	Most cases and business situations analyzed do not have a literal “right” answer. Many require emotional intelligence for best results	Student study groups seek solutions prior to class	Various solutions and positions emerge in class discussion and are critiqued by the students	A. Graded assignment B. Written feedback C. Verbal feedback from instructor D. Other: Peer discussion in study group and class
18	Making sound decisions and exercising good judgment under uncertainty	Most cases and business situations analyzed do not have a “right” answer. The formal steps of critical analysis draw out the strength of viewpoints	Student study groups seek solutions prior to class. Often students must write individual papers	The various solutions and positions emerge in class discussion and are critiqued by the students; instructor may lead formal, step-by-step critical analysis	A. Graded assignment B. Written feedback C. Verbal feedback from instructor D. Other: Peer discussion in study group and class
19	Integrating knowledge across fields				A. Graded assignment B. Written feedback C. Verbal feedback from instructor D. Other:

QUESTION 2

Please describe students' opportunities for peer interaction and learning from each other. (AACSB Standard 10)

Item #	Type of Student-Student Interaction	Brief description of the interaction	Describe the dialog between the students	Describe the forms of feedback the students receive	Describe how this activity is assessed
1	Group work	Study teams of 5 meet weekly to analyze, advocate best solutions to cases and other business challenges. Scribes send one-page summary to instructor prior to class	Consensus is not celebrated as a virtue. Students debate viewpoints, conclusions, in their study team meetings	Instructor often comments on scribe notes. Socratic questioning and other class interaction puts their positions to the test	A. Graded assignment B. Written feedback C. Verbal feedback from instructor D. Peer assessment
2	Group presentations to classmates	Student teams develop a group PowerPoint on a topic for presentation to the class	Often one student takes the graphic lead. Team research and discussion lead to final product, with all taking a turn presenting.	Class critique of the presentation, real time, by other students and the instructor	A. Graded assignment B. Written feedback C. Verbal feedback from instructor D. Peer assessment
3	Individual presentations to classmates	Five individual talks are given by each student either to half the class or the whole class	In a constructive environment, speakers are celebrated for specific skills they demonstrate and directed to add new needed skills	In a constructive environment, speakers are celebrated for specific skills they demonstrate and directed to add new needed skills	A. Graded assignment B. Written feedback C. Verbal feedback from instructor D. Peer assessment
4	Other:				

QUESTION 3

Please describe students' opportunities for faculty interaction. (AACSB Standard 10)

Item #	Type of Student-Student Interaction	Brief description of the interaction	Describe the dialog between the student and faculty member	Describe the forms of feedback the students receive	Describe how this activity is assessed
1	Lecture	Minimal lecture, students' views receive all-play discussion, a lot of student interplay	Students regularly advance comments before and after class re cases, challenges	Class participation receives a grade. Instructor gives written or oral individual feedback to every student almost every week	A. Student-Course evaluation B. Other: Participation is grades
2	Student study teams	5-member student teams critically analyze cases & situations every week in preparation for class. Scribe sends summary to instructor	Scribe notes e-mailed to instructor; brief comments returned in a group e-mail to team	Scribe e-mails notes to instructor; brief comments returned in a group e-mail to team. Usually every team in or out of class makes clear its positions to the instructor	A. Student-Course evaluation
3	Faculty member meets with group of students outside of class	Usually this occurs when teams hit an impasse or are pursuing an unorthodox conclusion	Questions come about the cases, challenges. Individuals seek guidance on speaking challenges	Students take in the varied viewpoints of others in study team discussion and during class review	A. Student-Course evaluation B. Other:
4	Faculty member holds office hours	Standard availability before or after class, without or without appointment, or by email. TA also.			A. Student-Course evaluation B. Other:
5	Faculty members hosts online message board				A. Student-Course evaluation B. Other:
6	Other:				
7	Other:				

Course Number: 203A

Course Name: Data Analysis for Managers

Instructor: Edelen

Term Offered: Fall

QUESTION 1

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1	Written and oral communication (able to communicate effectively orally and in writing)	Heavy use of class discussion; two extensive reports written in group.	Guided discussion; detailed construction of example of written analyses.	See preceding	A. Graded assignment C. Verbal feedback from instructor
2	Ethical understanding and reasoning (able to identify ethical issues and address the issues in a socially responsible manner)	Develop methods for Quantifying reliability	Lecture and problems	Discuss problems in class	A. Graded assignment C. Verbal feedback from instructor
3	Analytical thinking (able to analyze and frame problems)	Develop methods for Quantifying reliability	Lecture and problems	Discuss problems in class	A. Graded assignment B. Written feedback C. Verbal feedback from instructor
4	Information technology (able to use current technologies in business and management contexts)	The class makes heavy use of computers, focused on practical tools common in industry	Work on computer in class, going through the problems	Again, in class work as well as homework	A. Graded assignment B. Written feedback C. Verbal feedback from instructor
5	Interpersonal relations and teamwork (able to work effectively with others and in team environments)	Skill in working in groups on analytical tasks; delegation	Two projects	Written reports	A. Graded assignment B. Written feedback
6	Diverse and multicultural work environments (able to work effectively in diverse environments)				

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7	Reflective thinking (able to understand oneself in the context of society)	Emphasis on practical and lucid presentation of complex facts	Class discussion and examples of written reports	Class discussion and written reports	A. Graded assignment B. Written feedback C. Verbal feedback from instructor D. Other:
8	Application of knowledge (able to translate knowledge of business and management into practice)	How to take an analytical, quantitative analysis and communicate it as a 'plain-English' conclusion	Extensive examples by Prof.	Examples and class discussion by students	A. Graded assignment C. Verbal feedback from instructor
9	Economic, political, regulatory, legal, technological, and social contexts of organizations in a global society				
10	Social responsibility, including sustainability, and ethical behavior and approaches to management				
11	Financial theories, analysis, reporting, and markets	How theories are framed in a mathematical/statistical way	Examples	Homework and tests	A. Graded assignment B. Written feedback :
12	Systems and processes in organizations, including planning and design, production/operations, supply chains, marketing, and distribution	How theories are framed in a mathematical/statistical way	Examples	Homework and tests	A. Graded assignment B. Written feedback :
13	Group and individual behaviors in organizations and society				
14	Information technology and statistics/quantitative methods impacts on business practices to include data creation, data sharing, data analytics, data mining, data reporting, and storage between and across organizations including related ethical issues	This subject constitutes the bulk of the class: How to present data in an accessible way; how to employ quantitative tools to characterize patterns and relations in the data; how to use theory & principals to mathematical structure the data	Lecture; projects, homework, examples	Discussion, homework, tests	A. Graded assignment B. Written feedback C. Verbal feedback from instructor

Item #	AACSB General Skill/Knowledge Areas for General Business Degrees	Brief description of skill/knowledge for the given course	How this skill/knowledge is taught in class?	How this skill/knowledge is practiced in class?	How is this skill/knowledge assessed in class? How does the student receive feedback?
15	Leading in organizational situations				
16	Managing in a global context				
17	Thinking creatively	How to take raw quantitative facts and turn them into economic and organizational insights	Extensive examples and discussion	a large project	A. Graded assignment
18	Making sound decisions and exercising good judgment under uncertainty	Quantitative tools for executing decisions in a scientific way; PLUS how to overlay 'reason' on those sterile, mathematical results	Examples, and formal development of quant theory		A. Graded assignment B. Written feedback
19	Integrating knowledge across fields	The use of statistical analysis in a variety of business settings	examples	problems	A. Graded assignment B. Written feedback

QUESTION 2**Please describe students' opportunities for peer interaction and learning from each other. (AACSB Standard 10)**

Item #	Type of Student-Student Interaction	Brief description of the interaction	Describe the dialog between the students	Describe the forms of feedback the students receive	Describe how this activity is assessed
1	Group work	Two extensive projects	Learn to work together to complete substantial, technical tasks	Graded projects	A. Graded assignment B. Written feedback
2	Group presentations to classmates				
3	Individual presentations to classmates				
4	Other:				

QUESTION 3

Please describe students' opportunities for faculty interaction. (AACSB Standard 10)

Item #	Type of Student-Student Interaction	Brief description of the interaction	Describe the dialog between the student and faculty member	Describe the forms of feedback the students receive	Describe how this activity is assessed
1	Lecture	Class participation in analysis and examples	Queries by student as to how/why a specific task was done by the Prof. in the example; queries as to whether a conjectured application or alternative approach would be appropriate	Extensive discussion and feedback in class	A. Student-Course evaluation B. I grade class participation based on interaction, not whether they have the right answer
2	Faculty member meets with group of students in class	In class setting, see above			A. Student-Course evaluation B. Other:
3	Faculty member meets with group of students outside of class	Ad hoc appointments, emails	Typically, student asserts an approach and asks for feedback on appropriateness	discussion	A. Student-Course evaluation B. Other:
4	Faculty member holds office hours	yes			A. Student-Course evaluation B. Other:
5	Faculty members hosts online message board	Yes; google groups			A. Student-Course evaluation B. Other:
6	Other:				
7	Other:				

Course Number: 201A

Course Name: The Individual and Group Dynamics

Instructors: Kim Elsbach and Greta Hsu

Term Offered: SPRING

QUESTION 1

Please describe how each general skill or knowledge area is taught and/or practiced in your class and how you assess students in that area. Not every course teaches or practices every skill/knowledge area. However, if you specifically teach or practice an area in your course, you should describe how you assess the student and what kind of feedback the students receive. (AACSB Standard 9)

Item #	AACSB General Skill/Knowledge Areas for General Business Degrees	Brief description of skill/knowledge for the given course	How this skill/knowledge is taught in class?	How this skill/knowledge is practiced in class?	How is this skill/knowledge assessed in class? How does the student receive feedback?
1	Written and oral communication (able to communicate effectively orally and in writing)	Writing convincing arguments in favor of an assigned position. Giving presentations in front of class in short individual talks (2 min), and longer group presentations (15 minutes)	Students are given explicit instructions on writing convincing arguments in papers, including providing logical, theoretical, and empirical support for their arguments. Students are also given opportunities to present in a low-risk context to improve their presentation skills	Students are required to write two group papers and make one large group presentation based on an original research project. Students also make short presentations for the two group papers.	A. Graded assignments B. Written feedback C. Verbal feedback from instructor and from a TA who observes presentation style
2	Ethical understanding and reasoning (able to identify ethical issues and address the issues in a socially responsible manner)	The concept of justice (distributive, procedural, and interpersonal) is covered in class	Students are given readings and lecture regarding the topic of justice in organizations.	Students work through a case study of procedural and interpersonal justice in class. One group paper is devoted to this topic. Also students participate in a class debate related to the paper.	A. Graded assignments B. Written feedback C. Verbal feedback from instructor
3	Analytical thinking (able to analyze and frame problems)	Ability to make a strong argument based on logical, theoretical, and empirical components. Also ability to challenge opposing arguments based on these same dimensions.	Through two assigned group papers that require supporting a position and challenging an alternate position.	Practiced during in-class debates where groups who are assigned opposing positions take on each other and try to defend their side, while challenging the other side.	A. Graded assignment B. Written feedback C. Verbal feedback from instructor D. Interaction with classmates

Item #	AACSB General Skill/Knowledge Areas for General Business Degrees	Brief description of skill/knowledge for the given course	How this skill/knowledge is taught in class?	How this skill/knowledge is practiced in class?	How is this skill/knowledge assessed in class? How does the student receive feedback?
4	Information technology (able to use current technologies in business and management contexts)	Power point and Prezi		Short and long group presentations require power point and Prezi.	A. Graded assignment B. Written feedback C. Verbal feedback from instructor D. Other:
5	Interpersonal relations and teamwork (able to work effectively with others and in team environments)	Work in groups on case write up assignments, final presentations, and numerous in-class group exercises.	Students work in teams in most class exercises and simulations	Students work in teams in most class exercises and simulations	A. Graded assignment B. Written feedback C. Verbal feedback from instructor D. team mates feedback
6	Diverse and multicultural work environments (able to work effectively in diverse environments)	Understand the concepts of culture and cultural differences.	Students are given readings and lecture regarding the topic of organizational culture.	Students work through a case study of cultural differences and learning culture. Also students participate in a class debate related to the case.	A. Graded assignment B. Written feedback C. Verbal feedback from instructor
7	Reflective thinking (able to understand oneself in the context of society)	Leadership Challenge exercise and feedback on Leadership strengths and weaknesses identified by peers	One class session devoted to going over students' 360 degree feedback on Leadership strengths and weaknesses	Students reflect on their own strengths and weaknesses and make a set of plans for improving in specific areas .	A. Leadership Challenge Feedback – non-graded.
8	Application of knowledge (able to translate knowledge of business and management into practice)	Case studies that require application of theory to specific contexts. Exercises that demonstrate application of theory to practice	In class case videos demonstrate concepts in social context (e.g., power and influence, leadership, culture, individual differences. Assigned cases require application of theory to context.	In class simulations and discussions of case videos demonstrate how application of theory to practice is context specific. Examples include simulation of decision making processes through Mt. Everest expedition.	A. Graded assignment B. Written feedback C. Verbal feedback from instructor D. In class experience
9	Economic, political, regulatory, legal, technological, and social contexts of organizations in a global society	Social context is focus of every case discussion and students learn to make arguments for a specific solution in a given social context.	In class case videos demonstrate concepts in social context (e.g., power and influence, leadership, culture, individual differences. Assigned cases require application of theory to context.	In class simulations and discussions of case videos demonstrate how application of theory to practice is context specific.	A. Graded assignment B. Written feedback C. Verbal feedback from instructor D. In class experience

Item #	AACSB General Skill/Knowledge Areas for General Business Degrees	Brief description of skill/knowledge for the given course	How this skill/knowledge is taught in class?	How this skill/knowledge is practiced in class?	How is this skill/knowledge assessed in class? How does the student receive feedback?
10	Social responsibility, including sustainability, and ethical behavior and approaches to management	Ethical commitment and values-based culture are discussed as a concept in class	Case study of HP culture and trust are discussed in class.	Students discuss HP and their culture of trust and how it has been eroded in class	A. In class experience
11	Financial theories, analysis, reporting, and markets				A. Graded assignment B. Written feedback C. Verbal feedback from instructor D. Other:
12	Systems and processes in organizations, including planning and design, production/operations, supply chains, marketing, and distribution				A. Graded assignment B. Written feedback C. Verbal feedback from instructor D. Other:
13	Group and individual behaviors in organizations and society	Motivation, perception, leadership, decision making, culture, justice/fairness, influence/power, negotiation, and individual differences are covered in the course	All lecturers, case discussions, in-class exercises, case assignments, written assignments and presentations, and small group work is focused on these topics	All lecturers, case discussions, in-class exercises, case assignments, written assignments and presentations, and small group work is focused on these topics	A. Graded assignment B. Written feedback C. Verbal feedback from instructor D. In class experience
14	Information technology and statistics/quantitative methods impacts on business practices to include data creation, data sharing, data analytics, data mining, data reporting, and storage between and across organizations including related ethical issues				A. Graded assignment B. Written feedback C. Verbal feedback from instructor D. Other:

Item #	AACSB General Skill/Knowledge Areas for General Business Degrees	Brief description of skill/knowledge for the given course	How this skill/knowledge is taught in class?	How this skill/knowledge is practiced in class?	How is this skill/knowledge assessed in class? How does the student receive feedback?
15	Leading in organizational situations	Leadership Approaches in context are discussed as concept. Students also participate in the Leadership Challenge to identify individual leadership strengths and weaknesses	Lecture, in-class video case, Leadership Challenge exercise and feedback on Leadership strengths and weaknesses identified by peers	Lecture, in-class video case, Leadership Challenge exercise and feedback on Leadership strengths and weaknesses identified by peers	A. Verbal Feedback B. Feedback from peers C. In-class experience
16	Managing in a global context				A. Graded assignment B. Written feedback C. Verbal feedback from instructor D. Other:
17	Thinking creatively	Students are asked to come up with creative solutions in case assignments and in-class exercises.	Students are asked to come up with creative solutions in case assignments and in-class exercises.	Students are asked to come up with creative solutions in case assignments and in-class exercises.	A. In-class experience
18	Making sound decisions and exercising good judgment under uncertainty	The concept of decision process and decision making in groups is covered in lecture and a simulation	Lecture and simulation experience and discussion	Lecture and simulation experience and discussion	A. In-class experience
19	Integrating knowledge across fields				A. Graded assignment B. Written feedback C. Verbal feedback from instructor D. Other:

QUESTION 2

Please describe students' opportunities for peer interaction and learning from each other. (AACSB Standard 10)

Item #	Type of Student-Student Interaction	Brief description of the interaction	Describe the dialog between the students	Describe the forms of feedback the students receive	Describe how this activity is assessed
1	Group work	Students work in groups of 5-6 in two group paper assignments. Students work in small group during in-class exercises.	Students debate and discuss alternative solutions, as well as construct creative solutions that are not offered.	Students get written feedback on group papers as well as informal feedback from peers.	A. Graded assignment D. Peer assessment
2	Group presentations to classmates	Students deliver a 15 minute, group presentation to the entire class for a final presentation on a group research project	Students determine the topic and case for their group presentation and discuss and develop the analysis and presentation of findings.	Students receive written feedback on presentation content and style.	A. Graded assignment B. Written feedback
3	Individual presentations to classmates	Students make short (2 minute) presentations for their group papers to the class. One student per group is chosen for this presentation – which is non-graded and designed to give students with less experience presenting and opportunity to do so.	Students help each other prepare for the 2 minute presentation and provide positive feedback during the presentation to the novice presenter.	Peer praise	Not assessed formally
4	Other:				

QUESTION 3

Please describe students' opportunities for faculty interaction. (AACSB Standard 10)

Item #	Type of Student-Student Interaction	Brief description of the interaction	Describe the dialog between the student and faculty member	Describe the forms of feedback the students receive	Describe how this activity is assessed
1	Lecture	Class lectures are very interactive with lots of student input and examples solicited	Students provide personal examples of concepts and ask questions frequently	Students receive a grade for class participation based on their level and quality of participation	A. Student-Course evaluation B. Graded part of course
2	Faculty member meets with group of students in class	Groups of students working on in-class exercises are often observed by the instructor	Students ask questions about the exercises or assignments	Students hear from the rest of class, during whole class discussion of exercises about how they did and what they did differently from others	A. Student-Course evaluation
3	Faculty member meets with group of students outside of class				A. Student-Course evaluation B. Other:
4	Faculty member holds office hours	On individual basis, students may meet with instructor to discuss course concepts or assignments	Individual discussions on the phone or in-person about class assignments or course concepts	Students receive individual instruction and advice on assignments	A. Student-Course evaluation
5	Faculty members hosts online message board				A. Student-Course evaluation B. Other:
6	Other:	Students frequently email instructor about course concepts or assignments	Individual responses from faculty member to all student emails	Individual responses from faculty member to all student emails	A. Student-Course evaluation
7	Other:				

Course Number: MGT 200A

Course Name: Financial Accounting

Instructor: M. Yetman

Term Offered: Fall

QUESTION 1

Please describe how each general skill or knowledge area is taught and/or practiced in your class and how you assess students in that area. Not every course teaches or practices every skill/knowledge area. However, if you specifically teach or practice an area in your course, you should describe how you assess the student and what kind of feedback the students receive. (AACSB Standard 9)

Item #	AACSB General Skill/Knowledge Areas for General Business Degrees	Brief description of skill/knowledge for the given course	How this skill/knowledge is taught in class?	How this skill/knowledge is practiced in class?	How is this skill/knowledge assessed in class? How does the student receive feedback?
1	Written and oral communication (able to communicate effectively orally and in writing)				
2	Ethical understanding and reasoning (able to identify ethical issues and address the issues in a socially responsible manner)	Understand that the rules of financial reporting do not always led to a clear reporting decision for organizations. Understand that managers have incentives to manipulate financial reporting in ways that are not consistent with the rules or intent of financial reporting rules. Understand the parties that are harmed by misreporting.	Instructor lecture and student interaction.	Practice problems and quizzes	A. Graded assignment

Item #	AACSB General Skill/Knowledge Areas for General Business Degrees	Brief description of skill/knowledge for the given course	How this skill/knowledge is taught in class?	How this skill/knowledge is practiced in class?	How is this skill/knowledge assessed in class? How does the student receive feedback?
3	Analytical thinking (able to analyze and frame problems)	Understand how to report economic events consistent with generally accepted accounting principals (GAAP). Understand the differences and impact on financial reporting of various alternative methods under GAAP. Interpret and analyze financial statements and disclosures prepared under GAAP	Instructor lecture and student interaction.	Practice problems and quizzes	A. Graded assignment
4	Information technology (able to use current technologies in business and management contexts)				
5	Interpersonal relations and teamwork (able to work effectively with others and in team environments)				
6	Diverse and multicultural work environments (able to work effectively in diverse environments)				
7	Reflective thinking (able to understand oneself in the context of society)				
8	Application of knowledge (able to translate knowledge of business and management into practice)				

Item #	AACSB General Skill/Knowledge Areas for General Business Degrees	Brief description of skill/knowledge for the given course	How this skill/knowledge is taught in class?	How this skill/knowledge is practiced in class?	How is this skill/knowledge assessed in class? How does the student receive feedback?
9	Economic, political, regulatory, legal, technological, and social contexts of organizations in a global society	<p>Understand the regulatory, political and economic aspects of the financial reporting process in the U.S. and abroad.</p> <p>Understand how to report economic events consistent with U.S. regulation (i.e., generally accepted accounting principals or GAAP).</p> <p>Understand the economic differences of various reporting differences under GAAP. Understand broadly how U.S. GAAP reporting differs from International financial reporting standards.</p>	Instructor lecture and student interaction.	Practice problems and quizzes	A. Graded assignment
10	Social responsibility, including sustainability, and ethical behavior and approaches to management	<p>Understand that the rules of financial reporting do not always led to a clear reporting decision for organizations.</p> <p>Understand that managers have incentives to manipulate financial reporting in ways that are not consistent with the rules or intent of GAAP. Understand the parties that are harmed by misreporting</p>	Instructor lecture and student interaction.	Practice problems and quizzes	A. Graded assignment

Item #	AACSB General Skill/Knowledge Areas for General Business Degrees	Brief description of skill/knowledge for the given course	How this skill/knowledge is taught in class?	How this skill/knowledge is practiced in class?	How is this skill/knowledge assessed in class? How does the student receive feedback?
11	Financial theories, analysis, reporting, and markets	Understand the need for financial reporting standards. Understand the role of financial reporting in equity and debt markets. Understand how to report economic events consistent with generally accepted accounting principals (GAAP).	Instructor lecture and student interaction.	Practice problems and quizzes	A. Graded assignment
12	Systems and processes in organizations, including planning and design, production/operations, supply chains, marketing, and distribution				
13	Group and individual behaviors in organizations and society				
14	Information technology and statistics/quantitative methods impacts on business practices to include data creation, data sharing, data analytics, data mining, data reporting, and storage between and across organizations including related ethical issues				
15	Leading in organizational situations				
16	Managing in a global context				
17	Thinking creatively				
18	Making sound decisions and exercising good judgment under uncertainty	Understand how uncertainty affects financial reporting and disclosure.	Instructor lecture and student interaction.	Practice problems and quizzes	A. Graded assignment
19	Integrating knowledge across fields				

QUESTION 2**Please describe students' opportunities for peer interaction and learning from each other. (AACSB Standard 10)**

Item #	Type of Student-Student Interaction	Brief description of the interaction	Describe the dialog between the students	Describe the forms of feedback the students receive	Describe how this activity is assessed
1	Group work				
2	Group presentations to classmates				
3	Individual presentations to classmates				
4	Other:				

QUESTION 3**Please describe students' opportunities for faculty interaction. (AACSB Standard 10)**

Item #	Type of Student-Student Interaction	Brief description of the interaction	Describe the dialog between the student and faculty member	Describe the forms of feedback the students receive	Describe how this activity is assessed
1	Lecture	In person lecture format allows for student and faculty interaction.	Instructor poses questions to students to answer. Students invited to ask questions.	Interaction during class.	A. Student-Course evaluation
2	Faculty member meets with group of students in class				
3	Faculty member meets with group of students outside of class				
4	Faculty member holds office hours	Instructor open to meeting upon request	Student and instructor discussions	Instructor addresses students questions	A. Student-Course evaluation
5	Faculty members hosts online message board				
6	Other: Email	Email	Students send questions, instructor or teaching assistant replies	Response to their questions	A. Student-Course evaluation
7	Other:				

Course Number: MGT/P/B 204

Course Name: Marketing Management

Instructor: Prasad Naik

Term Offered: Winter

QUESTION 1

Please describe how each general skill or knowledge area is taught and/or practiced in your class and how you assess students in that area. Not every course teaches or practices every skill/knowledge area. However, if you specifically teach or practice an area in your course, you should describe how you assess the student and what kind of feedback the students receive. (AACSB Standard 9)

Item #	AACSB General Skill/Knowledge Areas for General Business Degrees	Brief description of skill/knowledge for the given course	How this skill/knowledge is taught in class?	How this skill/knowledge is practiced in class?	How is this skill/knowledge assessed in class? How does the student receive feedback?
1	Written and oral communication (able to communicate effectively orally and in writing)	Homework assignments for written communications; case and in-class lecture discussions for oral communications	Students are given instructions to analyze the cases and do the HW assignments	Students submit written reports and participate in class discussions and case presentations	A. Graded assignment C. Verbal feedback from instructor
2	Ethical understanding and reasoning (able to identify ethical issues and address the issues in a socially responsible manner)				A. Graded assignment B. Written feedback C. Verbal feedback from instructor D. Other:
3	Analytical thinking (able to analyze and frame problems)	Use of SPSS and Excel software and analysis of real world data sets	Statistical methods and optimization techniques	Students learn the techniques in class and practice them in HW assignments	A. Graded assignment B. Written feedback C. Verbal feedback from instructor
4	Information technology (able to use current technologies in business and management contexts)	Statistical software usage (SPSS, Excel); communications software (Skype, Hangout, Google Drive) for discussions, screen share, and real-time edits/analysis discussions	Lectures and class discussions	Preparation for HW, data analysis, case analysis	C. Verbal feedback from instructor

Item #	AACSB General Skill/Knowledge Areas for General Business Degrees	Brief description of skill/knowledge for the given course	How this skill/knowledge is taught in class?	How this skill/knowledge is practiced in class?	How is this skill/knowledge assessed in class? How does the student receive feedback?
5	Interpersonal relations and teamwork (able to work effectively with others and in team environments)	Teamwork, remote team meetings	Lectures and class discussions	Breakout sessions to apply lecture materials and then practice in HW assignments in groups	C. Verbal feedback from instructor
6	Diverse and multicultural work environments (able to work effectively in diverse environments)	Composition of teams are based on multiple considerations, including diversity	Formation of teams for cases and breakout sessions	Breakout sessions with diverse and different team members	C. Verbal feedback from instructor
7	Reflective thinking (able to understand oneself in the context of society)	Data analysis, model formulation, interpretation of results, and articulation of findings	Instructions to analyze real world decision problem using data sets or case study	Usually practiced outside of class – via readings, thinking, connecting results and interpreting findings, and discovering cohesive insights	C. Verbal feedback from instructor
8	Application of knowledge (able to translate knowledge of business and management into practice)	Case study and data analysis	In class lecture on how to apply the concepts presented in class to analyze cases and data sets	Teamwork in project groups and breakout sessions	A. Graded assignment C. Verbal feedback from instructor
9	Economic, political, regulatory, legal, technological, and social contexts of organizations in a global society	Current affairs and its relation to core concepts	Lectures, case study, class discussions, Guest Lectures	Class discussions	D. Other: In class participation points
10	Social responsibility, including sustainability, and ethical behavior and approaches to management				A. Graded assignment B. Written feedback C. Verbal feedback from instructor D. Other:
11	Financial theories, analysis, reporting, and markets				A. Graded assignment B. Written feedback C. Verbal feedback from instructor D. Other:
12	Systems and processes in organizations, including planning and design, production/operations, supply chains, marketing, and distribution	Core concepts in marketing	Lectures, cases, guest lectures	Class discussions	D. Other: participation points

Item #	AACSB General Skill/Knowledge Areas for General Business Degrees	Brief description of skill/knowledge for the given course	How this skill/knowledge is taught in class?	How this skill/knowledge is practiced in class?	How is this skill/knowledge assessed in class? How does the student receive feedback?
13	Group and individual behaviors in organizations and society				A. Graded assignment B. Written feedback C. Verbal feedback from instructor D. Other:
14	Information technology and statistics/quantitative methods impacts on business practices to include data creation, data sharing, data analytics, data mining, data reporting, and storage between and across organizations including related ethical issues	Statistical methods	Lectures	Data analysis	A. Graded assignment B. Written feedback
15	Leading in organizational situations				A. Graded assignment B. Written feedback C. Verbal feedback from instructor D. Other:
16	Managing in a global context				A. Graded assignment B. Written feedback C. Verbal feedback from instructor D. Other:
17	Thinking creatively	Identifying problem, constraints, and solutions	Case study, class lectures	Class discussions, breakout sessions	C. Verbal feedback from instructor
18	Making sound decisions and exercising good judgment under uncertainty	Scenario analysis, simulations, what if analysis, counterfactual reasoning	Case study, class discussions, data analysis	HW assignments, case discussions	A. Graded assignment C. Verbal feedback from instructor
19	Integrating knowledge across fields	Marketing and accounting, marketing and statistics, marketing and economics, marketing and decision theory	Lectures	Class discussions	A. Graded assignment

QUESTION 2

Please describe students' opportunities for peer interaction and learning from each other. (AACSB Standard 10)

Item #	Type of Student-Student Interaction	Brief description of the interaction	Describe the dialog between the students	Describe the forms of feedback the students receive	Describe how this activity is assessed
1	Group work	Students meet in teams to solve marketing problems using real world data or real world case situations	They discuss which concepts are relevant for the analysis at hand, share knowledge gaps amongst them to form common understanding of the problem; then they identify diverse solutions; screen good solutions based on multiple criteria; and come up with reasons to justify their solutions	Discussions with instructors and TAs to bounce ideas, feasibility	A. Graded assignment B. Written feedback C. Verbal feedback from instructor
2	Group presentations to classmates				A. Graded assignment B. Written feedback C. Verbal feedback from instructor D. Peer assessment E. Other:
3	Individual presentations to classmates	Case description, problem identification, proposed solutions, clarification of case facts or interpretation, generalization to other industries, companies	Agreements, disagreements, counter-arguments; reasons for own position or counter-position, validity of the arguments, feasibility and other case uses	Response in real time and other classmates to presented material	C. Verbal feedback from instructor
4	Other:				

QUESTION 3**Please describe students' opportunities for faculty interaction. (AACSB Standard 10)**

Item #	Type of Student-Student Interaction	Brief description of the interaction	Describe the dialog between the student and faculty member	Describe the forms of feedback the students receive	Describe how this activity is assessed
1	Lecture	In class, during breaks, and after class	Clarifications	Insights	A. Student-Course evaluation
2	Faculty member meets with group of students in class	In class breakout sessions	Clarifications	Insights	A. Student-Course evaluation
3	Faculty member meets with group of students outside of class	By phone or remote video conference calls	Clarifications	Insights	A. Student-Course evaluation
4	Faculty member holds office hours	Walk in or by appointment	Clarifications	Insights	A. Student-Course evaluation
5	Faculty members hosts online message board				A. Student-Course evaluation

Course Number: 202A

Course Name: Markets and the Firm

Instructor: Victor Stango

Term Offered: Fall Quarter

QUESTION 1

Please describe how each general skill or knowledge area is taught and/or practiced in your class and how you assess students in that area. Not every course teaches or practices every skill/knowledge area. However, if you specifically teach or practice an area in your course, you should describe how you assess the student and what kind of feedback the students receive. (AACSB Standard 9)

Item #	AACSB General Skill/Knowledge Areas for General Business Degrees	Brief description of skill/knowledge for the given course	How this skill/knowledge is taught in class?	How this skill/knowledge is practiced in class?	How is this skill/knowledge assessed in class? How does the student receive feedback?
1	Written and oral communication (able to communicate effectively orally and in writing)	Oral communication of economic concepts and analysis	Class discussions. Group discussions in-class.	Class discussions. Group discussions in-class.	C. Verbal feedback from instructor D. Other: feedback from peers
2	Ethical understanding and reasoning (able to identify ethical issues and address the issues in a socially responsible manner)	Economics of environmental/social issues	Text, lectures	Lectures, discussion, exams.	A. Graded assignment C. Verbal feedback from instructor
3	Analytical thinking (able to analyze and frame problems)	Analytical thinking as applied to economic and managerial problems	Text, lectures, handouts, discussions	Lectures, discussion, exams.	A. Graded assignment C. Verbal feedback from instructor
4	Information technology (able to use current technologies in business and management contexts)	Use of classroom technology	iClickers	iClickers	D. Other:
5	Interpersonal relations and teamwork (able to work effectively with others and in team environments)	Group mini-cases	Group mini-cases	Group mini-cases, discussion	B. Written feedback C. Verbal feedback from instructor
6	Diverse and multicultural work environments (able to work effectively in diverse environments)	Group mini-cases, class discussions	Group mini-cases, class discussions	Group mini-cases, class discussions	D. Other:

Item #	AACSB General Skill/Knowledge Areas for General Business Degrees	Brief description of skill/knowledge for the given course	How this skill/knowledge is taught in class?	How this skill/knowledge is practiced in class?	How is this skill/knowledge assessed in class? How does the student receive feedback?
7	Reflective thinking (able to understand oneself in the context of society)	Reflective thinking as applied to economic and managerial problems	Text, lectures, handouts, discussions	Text, lectures, handouts, discussions	A. Graded assignment C. Verbal feedback from instructor D. Other:
8	Application of knowledge (able to translate knowledge of business and management into practice)	Applied thinking as applied to economic and managerial problems	Text, lectures, handouts, discussions	Text, lectures, handouts, discussions	A. Graded assignment C. Verbal feedback from instructor D. Other:
9	Economic, political, regulatory, legal, technological, and social contexts of organizations in a global society	Understanding of economics, politics, regulation, society and law through lens of class analytical tools	Text, lectures, handouts, discussions	Text, lectures, handouts, discussions	A. Graded assignment C. Verbal feedback from instructor D. Other:
10	Social responsibility, including sustainability, and ethical behavior and approaches to management	Economics of environmental/social issues	Text, lectures, handouts, discussions	Text, lectures, handouts, discussions	A. Graded assignment C. Verbal feedback from instructor
11	Financial theories, analysis, reporting, and markets	n/a	n/a	n/a	A. Graded assignment B. Written feedback C. Verbal feedback from instructor D. Other:
12	Systems and processes in organizations, including planning and design, production/operations, supply chains, marketing, and distribution	n/a	n/a	n/a	A. Graded assignment B. Written feedback C. Verbal feedback from instructor D. Other:
13	Group and individual behaviors in organizations and society	Understanding of group and individual behavior through lens of economic thinking	Text, lectures, handouts, discussions	Text, lectures, handouts, discussions	A. Graded assignment C. Verbal feedback from instructor

Item #	AACSB General Skill/Knowledge Areas for General Business Degrees	Brief description of skill/knowledge for the given course	How this skill/knowledge is taught in class?	How this skill/knowledge is practiced in class?	How is this skill/knowledge assessed in class? How does the student receive feedback?
14	Information technology and statistics/quantitative methods impacts on business practices to include data creation, data sharing, data analytics, data mining, data reporting, and storage between and across organizations including related ethical issues	n/a	n/a	n/a	
15	Leading in organizational situations	n/a	n/a	n/a	
16	Managing in a global context	n/a	n/a	n/a	
17	Thinking creatively	Creative thinking in approaches to business/economic problems	Group mini-cases, discussion	Group mini-cases, discussion	C. Verbal feedback from instructor D. Other:
18	Making sound decisions and exercising good judgment under uncertainty	Decision-making under uncertainty in economic contexts	Text, lectures, handouts, discussions	Text, lectures, handouts, discussions	A. Graded assignment C. Verbal feedback from instructor
19	Integrating knowledge across fields	Interaction between economics and other business disciplines	Text, lectures, handouts, discussions	Text, lectures, handouts, discussions	A. Graded assignment C. Verbal feedback from instructor

QUESTION 2**Please describe students' opportunities for peer interaction and learning from each other. (AACSB Standard 10)**

Item #	Type of Student-Student Interaction	Brief description of the interaction	Describe the dialog between the students	Describe the forms of feedback the students receive	Describe how this activity is assessed
1	Group work	Group mini-cases	Discussion of open-ended questions involving economic analysis of business problems	Verbal, peer	C. Verbal feedback from instructor D. Peer assessment
2	Group presentations to classmates	n/a	n/a	n/a	
3	Individual presentations to classmates	n/a	n/a	n/a	
4	Other:				

QUESTION 3

Please describe students' opportunities for faculty interaction. (AACSB Standard 10)

Item #	Type of Student-Student Interaction	Brief description of the interaction	Describe the dialog between the student and faculty member	Describe the forms of feedback the students receive	Describe how this activity is assessed
1	Lecture	Class/mini-case discussions	Discussion of economic reasoning as applied to business problems	Verbal	A. Student-Course evaluation
2	Faculty member meets with group of students in class	Group mini-cases	Discussion between faculty and group	Feedback from faculty	A. Student-Course evaluation B. Other:
3	Faculty member meets with group of students outside of class	n/a	n/a	n/a	A. Student-Course evaluation B. Other:
4	Faculty member holds office hours	Office hours	Questions/comments	Responses to questions/comments	A. Student-Course evaluation B. Other:
5	Faculty members hosts online message board	n/a	n/a	n/a	A. Student-Course evaluation B. Other:
6	Other:				
7	Other:				

Course Number: 252

Course Name: Managing for Operational Excellence

Instructor: Woodruff

Term Offered: Spring

QUESTION 1

Please describe how each general skill or knowledge area is taught and/or practiced in your class and how you assess students in that area. Not every course teaches or practices every skill/knowledge area. However, if you specifically teach or practice an area in your course, you should describe how you assess the student and what kind of feedback the students receive. (AACSB Standard 9)

Item #	AACSB General Skill/Knowledge Areas for General Business Degrees	Brief description of skill/knowledge for the given course	How this skill/knowledge is taught in class?	How this skill/knowledge is practiced in class?	How is this skill/knowledge assessed in class? How does the student receive feedback?
1	Written and oral communication (able to communicate effectively orally and in writing)	This skill is needed for the written examinations and for the term paper.			A. Graded assignment
2	Ethical understanding and reasoning (able to identify ethical issues and address the issues in a socially responsible manner)		This issue comes up during discussion of various models and their application.		
3	Analytical thinking (able to analyze and frame problems)	This is a primary aspect of the class.	Through lecture, examples, and group work in class	Homeworks, exams, exam preparation and group work in class	A. Graded assignment
4	Information technology (able to use current technologies in business and management contexts)	This comes up mainly in the optimization module.	Through lecture, examples, and group work in class	Homeworks, exams, exam preparation and group work in class	A. Graded assignment
5	Interpersonal relations and teamwork (able to work effectively with others and in team environments)		This issue comes up during discussion of various models and their application.		

Item #	AACSB General Skill/Knowledge Areas for General Business Degrees	Brief description of skill/knowledge for the given course	How this skill/knowledge is taught in class?	How this skill/knowledge is practiced in class?	How is this skill/knowledge assessed in class? How does the student receive feedback?
6	Diverse and multicultural work environments (able to work effectively in diverse environments)		This issue comes up during discussion of various models and their application.		
7	Reflective thinking (able to understand oneself in the context of society)				
8	Application of knowledge (able to translate knowledge of business and management into practice)	The models taught are all intended for immediate application.	We discuss how to apply the methods that are learned in lecture and many of the homework problems resemble problems in practice.		A. Graded assignment
9	Economic, political, regulatory, legal, technological, and social contexts of organizations in a global society		This issue comes up during discussion of various models and their application.		
10	Social responsibility, including sustainability, and ethical behavior and approaches to management		This issue comes up during discussion of various models and their application.		
11	Financial theories, analysis, reporting, and markets	Financial theories are mainly employed with respect to the time value of money	Some models look at expenditures and revenues over a significant time horizon	The appropriate use of net present value and the practical problem of specifying a rate of return are discussed briefly.	A. Graded assignment

Item #	AACSB General Skill/Knowledge Areas for General Business Degrees	Brief description of skill/knowledge for the given course	How this skill/knowledge is taught in class?	How this skill/knowledge is practiced in class?	How is this skill/knowledge assessed in class? How does the student receive feedback?
12	Systems and processes in organizations, including planning and design, production/operations, supply chains, marketing, and distribution	This is the topic of the course.	This is the topic of the course.	This is the topic of the course.	A. Graded assignment
13	Group and individual behaviors in organizations and society				
14	Information technology and statistics/quantitative methods impacts on business practices to include data creation, data sharing, data analytics, data mining, data reporting, and storage between and across organizations including related ethical issues	We look primarily at statistical and stochastic models, which, of course, require data. The course considers how to obtain the data as well as how to use it.	Lecture, homework, exams and group work in class.	Homework, exams and group work in class.	A. Graded assignment
15	Leading in organizational situations	Leaders need to understand and anticipate the consequences of their actions. That's what this class covers.			
16	Managing in a global context		This issue comes up during discussion of various models and their application.		
17	Thinking creatively				
18	Making sound decisions and exercising good judgment under uncertainty	This permeates the class.	Lecture, homework, exams and group work in class.	Homework, exams and group work in class.	A. Graded assignment

Item #	AACSB General Skill/Knowledge Areas for General Business Degrees	Brief description of skill/knowledge for the given course	How this skill/knowledge is taught in class?	How this skill/knowledge is practiced in class?	How is this skill/knowledge assessed in class? How does the student receive feedback?
19	Integrating knowledge across fields				

QUESTION 2**Please describe students' opportunities for peer interaction and learning from each other. (AACSB Standard 10)**

Item #	Type of Student-Student Interaction	Brief description of the interaction	Describe the dialog between the students	Describe the forms of feedback the students receive	Describe how this activity is assessed
1	Group work	The students work together to apply models during almost every class session.	They discuss how to model and solve a problem.		
2	Group presentations to classmates				
3	Individual presentations to classmates				
4	Other:				

QUESTION 3**Please describe students' opportunities for faculty interaction. (AACSB Standard 10)**

Item #	Type of Student-Student Interaction	Brief description of the interaction	Describe the dialog between the student and faculty member	Describe the forms of feedback the students receive	Describe how this activity is assessed
1	Lecture	I lecture.	The students ask questions and make comments. I provide answers and additional instruction.		A. Student-Course evaluation
2	Faculty member meets with group of students in class	I work with groups during lecture to help with problems.	The students ask questions and make comments. I provide answers and additional instruction.		A. Student-Course evaluation
3	Faculty member meets with group of students outside of class				
4	Faculty member holds office hours	Students meet with me to discuss the class material.	The students ask questions and make comments. I provide answers and additional instruction.		A. Student-Course evaluation
5	Faculty members hosts online message board				
6	Other:				
7	Other:				

Course Number: MGB/P/T 440

Course Name: INTEGRATED MANAGEMENT PROJECTS

Instructor: LOWE & DINUNZIO

Term Offered: MGT440 – FALL/WINTER, MGB/P440 – SPRING & SUMMER

QUESTION 1

Please describe how each general skill or knowledge area is taught and/or practiced in your class and how you assess students in that area. Not every course teaches or practices every skill/knowledge area. However, if you specifically teach or practice an area in your course, you should describe how you assess the student and what kind of feedback the students receive. (AACSB Standard 9)

Item #	AACSB General Skill/Knowledge Areas for General Business Degrees	Brief description of skill/knowledge for the given course	How this skill/knowledge is taught in class?	How this skill/knowledge is practiced in class?	How is this skill/knowledge assessed in class? How does the student receive feedback?
1	Written and oral communication (able to communicate effectively orally and in writing)	Communications within team and with sponsor client	Discussion / practical application	Group meetings and presentation dry-run sessions	A. Graded assignment B. Written feedback C. Verbal feedback from instructor
2	Ethical understanding and reasoning (able to identify ethical issues and address the issues in a socially responsible manner)	Knowledge of how to act in an ethical and professional manner as part of the client work and relationship.	Students are given formal guidelines at the start of the class by the faculty advisor, and are given ad hoc counsel during the course of the project.	Students need to demonstrate responsible, professional, and ethical behavior throughout their internal team sessions as well as their client interactions.	A. Graded assignment B. Written feedback C. Verbal feedback from instructor
3	Analytical thinking (able to analyze and frame problems)	Ability to define, structure, assess, and ultimately solve a client problem or opportunity is central to the class.	Discussion sections over the course of consulting projects	Group meetings and presentation dry-run sessions	A. Graded assignment B. Written feedback C. Verbal feedback from instructor
4	Information technology (able to use current technologies in business and management contexts)	Research using the Internet and other resources; SPSS and other analytical tools; Survey Monkey and other primary research tools; Powerpoint and other presentation techniques	Discussion of application of research tools during advisory sessions	Conduct primary and secondary research	

Item #	AACSB General Skill/Knowledge Areas for General Business Degrees	Brief description of skill/knowledge for the given course	How this skill/knowledge is taught in class?	How this skill/knowledge is practiced in class?	How is this skill/knowledge assessed in class? How does the student receive feedback?
5	Interpersonal relations and teamwork (able to work effectively with others and in team environments)	Develop effective working relationships with team members	Group meetings, peer feedback, instructor coaching	Students are evaluated on participation and project engagement. Effective peer relations is a critical aspect of grading.	A. Graded assignment B. Written feedback C. Verbal feedback from instructor
6	Diverse and multicultural work environments (able to work effectively in diverse environments)	Students are embedded into the client's work environment and culture and need to be able to successfully navigate and operate	Review during advisory meetings, instructor coaching pre and post client interactions	Through interactions with the client.	A. Graded assignment B. Written feedback C. Verbal feedback from instructor
7	Reflective thinking (able to understand oneself in the context of society)	Students required to think about their role in the project teams, and the role of the project teams in the client organization	One-on-one advisory sessions with each student	Final paper reflecting on students contribution to team	A. Graded assignment B. Written feedback C. Verbal feedback from instructor
8	Application of knowledge (able to translate knowledge of business and management into practice)	Cross functional, strategic thinking is applied to consulting projects using skills gained throughout the MBA program	Knowledge applied in the course of the consulting project	Development of frameworks and approaches to apply to consulting project	A. Graded assignment B. Written feedback C. Verbal feedback from instructor
9	Economic, political, regulatory, legal, technological, and social contexts of organizations in a global society	Project dependent, but considering broader context is a goal of the IMP curriculum	Applied in the course of consulting project	Consideration of broader context important in development of project scope and recommendations.	B. Written feedback C. Verbal feedback from instructor D. Part of project implementation
10	Social responsibility, including sustainability, and ethical behavior and approaches to management	Knowledge of how to act in an ethical and professional manner as part of the client work and relationship.	Students are given formal guidelines at the start of the class by the faculty advisor, and are given ad hoc counsel during the course of the project.	Students need to demonstrate responsible, professional, and ethical behavior throughout their internal team sessions as well as their client interactions.	A. Graded assignment B. Written feedback C. Verbal feedback from instructor
11	Financial theories, analysis, reporting, and markets	Project dependent, but most projects have financial considerations or metrics as part of decision making framework	Applied in the course of consulting project	Through the creation of analysis reporting of same in working sessions and in client meetings.	C. Verbal feedback from instructor D. Part of project implementation

Item #	AACSB General Skill/Knowledge Areas for General Business Degrees	Brief description of skill/knowledge for the given course	How this skill/knowledge is taught in class?	How this skill/knowledge is practiced in class?	How is this skill/knowledge assessed in class? How does the student receive feedback?
12	Systems and processes in organizations, including planning and design, production/operations, supply chains, marketing, and distribution	Project dependent, but most projects include application of knowledge from multiple business functions.	Applied in the course of the consulting project, with feedback from the faculty advisor	Through analytical work done during the client engagement	C. Verbal feedback from instructor D. Part of project implementation
13	Group and individual behaviors in organizations and society	Project dependent, but many projects include assessment of organizational dynamics and interaction with market at large	Applied in the course of the consulting project, with feedback from the faculty advisor	Through analytical work done during the client engagement	C. Verbal feedback from instructor D. Part of project implementation
14	Information technology and statistics/quantitative methods impacts on business practices to include data creation, data sharing, data analytics, data mining, data reporting, and storage between and across organizations including related ethical issues	Project dependent, but most projects require some level of data analysis; some require substantial analysis.	Applied in the course of the consulting project, with feedback from the faculty advisor	Through analytical work done during the client engagement	C. Verbal feedback from instructor D. Part of project implementation
15	Leading in organizational situations	Students will lead whole teams (project leaders) or specific project elements.	Faculty advisor provides direct feedback during project updates and other advisory sessions.	Students manage teams and tasks, and manage relationship with client contact.	B. Written feedback C. Verbal feedback from instructor D. Other:
16	Managing in a global context				A. Graded assignment B. Written feedback C. Verbal feedback from instructor D. Other:
17	Thinking creatively	Students required to define objective, scope and project plan for the consulting project. They have to develop recommendations using available data.	Faculty advisor provides direct feedback during project updates and other advisory sessions.	Practiced throughout the course as applied to consulting project	A. Graded assignment B. Written feedback C. Verbal feedback from instructor

Item #	AACSB General Skill/Knowledge Areas for General Business Degrees	Brief description of skill/knowledge for the given course	How this skill/knowledge is taught in class?	How this skill/knowledge is practiced in class?	How is this skill/knowledge assessed in class? How does the student receive feedback?
18	Making sound decisions and exercising good judgment under uncertainty	All projects require students to draw conclusions and formulate recommendations without perfect knowledge	Applied in the course of the consulting project, with feedback from the faculty advisor	In internal team meetings and in review sessions with the faculty advisor.	C. Verbal feedback from instructor D. Part of project implementation
19	Integrating knowledge across fields	All projects require students to integrate multiple business fields or functions	Applied in the course of the consulting project, with feedback from the faculty advisor	In development of the overarching approach to the consulting project, as well as the project work itself	A. Graded assignment B. Written feedback C. Verbal feedback from instructor D. Part of project implementation

QUESTION 2

Please describe students' opportunities for peer interaction and learning from each other. (AACSB Standard 10)

Item #	Type of Student-Student Interaction	Brief description of the interaction	Describe the dialog between the students	Describe the forms of feedback the students receive	Describe how this activity is assessed
1	Group work	Students work with each other on consulting projects	Strategic, organizational, tactical, project management, etc.	Peer evaluations, instructor evaluations	A. Graded assignment B. Written feedback C. Verbal feedback from instructor D. Peer assessment E. Other:
2	Group presentations to classmates		Critique of presentations and problem solving (how to communicate more clearly)		A. Graded assignment B. Written feedback C. Verbal feedback from instructor D. Peer assessment E. Project performance
3	Individual presentations to classmates		Critique of presentations and problem solving (how to communicate more clearly)	Student and instructor feedback on presentation style, content, approach.	A. Graded assignment B. Written feedback C. Verbal feedback from instructor D. Peer assessment E. Project performance
4	Other:				

QUESTION 3

Please describe students' opportunities for faculty interaction. (AACSB Standard 10)

Item #	Type of Student-Student Interaction	Brief description of the interaction	Describe the dialog between the student and faculty member	Describe the forms of feedback the students receive	Describe how this activity is assessed
1	Lecture	Limited instructor lecture and guided class room discussion.			A. Student-Course evaluation B. Other:
2	Faculty member meets with group of students in class				A. Student-Course evaluation B. Other:
3	Faculty member meets with group of students outside of class	Weekly team coaching sessions	Two way comm between instructor and students and student to student.	Verbal feedback during sessions. Participation grade and written student feedback.	A. Student-Course evaluation
4	Faculty member holds office hours	Ad hoc student instructor discussions	Extra help, strategy sessions, brainstorming, project and team issues	Verbal feedback.	A. Student-Course evaluation B. Other:
5	Faculty members hosts online message board				A. Student-Course evaluation B. Other:
6	Other:				
7	Other:				