Elmira Business Institute
Student Syllabus: Principles of Accounting I (ACC101)

Prerequisites: **Course Credits: 3**

Course Description

This course is designed to introduce the fundamentals of accounting theory and practice, including journalizing transactions, adjusting entries, closing entries, and completion of financial statements. The course introduces entries associated with a merchandising business.

Student Learning Outcomes

Upon completion of this course, students will be able to:

- Analyze transactions and prepare journal entries, leading to the completion of the accounting cycle, and the demonstration of information literacy as applied to accounting transactions
- Prepare financial statements for both service and merchandising businesses using the transaction approach including adjusting and closing entries
- Control and value inventory using the following periodic inventory systems: First In, First-Out Method, Last-In, Last-Out Method, and the Average Cost Method
- Understand elements of Internal Control, including bank reconciliations and journalizing transactions involving the petty cash fund
- Understand the importance of integrity, objectivity, and ethics in business in relation to the enactment of the Sarbanes-Oxley Act of 2002

Career Portfolio for Workplace Skills Program

Your Career Portfolio for Workplace Skills material demonstrates your competency and skills in your chosen career field. The completed portfolio will allow you to present examples of abilities and relevant skills to prospective employers as evidence of career readiness.

Individual Career Portfolio course projects must be saved to be added to your on-line portfolio that will be created in Career Placement Seminar. It is your responsibility to keep these projects safe and secure.

Career Portfolio for Workplace Skills Project for ACC101
None

Required Course Texts & Course Materials

Warren, Carl S., Reeve, James M., Duchac, Jonathan E. *Financial Accounting*. 14th ed. M
        OH: South-Western/Cengage Learning. Print. 2014. (ISBN-9781305088436)

Supplemental educational learning materials may include and are not limited to
May be supplied by the instructor.

Assessment

Assignments and projects will be evaluated on a standard grading rubric. Practical and written examinations will be graded according to content; (multiple choice, fill-in-the blank, short answer, and/or practicum).

The instructor will endeavor to return student work product by the next official class period whenever possible. Essay and/or research projects will be returned as soon as all class projects have been graded.

Student Homework Policy Statement
Elmira Business Institute (EBI) syllabi contain assignments in alignment with the federal government's definition of appropriate, assigned homework for each credit hour. For each one-credit hour of classroom or direct faculty instruction, two hours of out-of-class student work will be assigned. (For example: A three-credit course will include an average of six (6) hours of homework each week.). For classes with laboratory or clinical work, a three-credit, four-hour class will include an average of six (6) hours of homework each week. For externships, each credit hour will include an average of three (3) hours of homework per week. Assignments are directly relevant to course objectives and learning outcomes and are included at the end of the syllabi. Each assignment will be graded and recorded by the instructor.

Evaluation

Assessment Type	% of Grade
Attendance/Professionalism	15%
Examinations	45%
Project/Assignments	10%
Homework	10%
Final Examination	20%
Total	**100%**

Grading Scheme

Numerical Average	Letter Grade	Quality Points
95-100	A	4.0
90-94	A-	3.7
86-89	B+	3.3
83-85	B	3.0
80-82	B-	2.7
76-79	C+	2.3
73-75	C	2.0
70-72	C-	1.7
68-69	D+	1.3
66-67	D	1.0
65	D-	0.7
0-64	F	0.0
Withdraw/Failing	W/F	0.0
Withdraw	W	----
Incomplete	I	----
Test Out	TO	----
Transfer of Credit	T	----

Course Policies

Behavioral Standards

Students are expected to abide by all public laws; to comply with the regulations and policies of the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. Respect for others in terms of language, demeanor, and attention to others while they are speaking is expected.

The College reserves the right to dismiss or suspend students for conduct which impedes, disrupts, or interferes with the orderly and continuous administration and operation of the College or any unit of the College. Attending EBI is not a right; it is a privilege.

As a part of its mission to prepare students for careers in the business and healthcare world, EBI requires students to dress in a manner that will create a positive self-image. Inappropriately dressed students may not be permitted to attend classes. Students in College externships are required to follow the participating organization's dress code.

No cell phone use or Internet access is allowed in the classroom unless permission is granted by the instructor and usage is course appropriate.

No eating or drinking in EBI's classroom laboratories (medical, business or technology), Library and Academic Achievement Center.

Attendance Policy

Attendance is mandatory and will be used when calculating participation/attendance. Class will begin promptly. Students who are late or absent are responsible to obtain lecture notes, assignments, and announcements after class, so as not to interfere with class time, or the work of fellow students. Along with the portfolio, one of the first questions a potential employer will ask the Career Services representative about is student attendance. Your attendance in the classroom directly represents your quality of potential work.

Students who do not attend classes after missing 14 consecutive calendar days or who fail to attend classes on a regular basis will be administratively dropped by the college. Since attendance is also used to verify enrollment for financial aid purposes, it is important that students attend classes on a regular basis to avoid loss of financial aid eligibility (student loans) and federal and state grants.

Make-Up Policy

When a student is absent, that student is responsible for making up missed class work. Make-up tests or quizzes *may* be offered at the *instructor's discretion* via ONE-STOP at the Library, and it is the student's responsibility to arrange a time at the librarian's convenience. One-Stop tests and quizzes must be taken within one week of the date of absence; failure to make up work, quizzes, or exams in a timely manner may result in a 0 grade. There is no charge for make-up work.

Students will not be allowed to make up the Midterm or Final Examination for the course. Midterm or Final Examinations may only be made up with approval from the Campus Director/Dean and appropriate documentation.

Academic Integrity/Plagiarism Rules

Elmira Business Institute is committed to supporting its mission to provide an educational experience designed to develop professional competencies including developing habits of personal and professional integrity. The College expects all members of its community—students, faculty, and staff—to act honestly in all situations. Actions of Academic Dishonesty will not be tolerated. Academic Dishonesty "is any form of cheating and plagiarism which results in students giving or receiving unauthorized assistance in an academic assignment or receiving credit for work which is not their own." All students are expected to agree to a pledge of honesty concerning their academic work, and faculty is expected to maintain the standards of that code. If you think it may be cheating, it probably is.

Please keep in mind that plagiarism includes:

- Copying another person's work and claiming credit for it
- Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source <u>whether or not it is a direct quotation</u>
- Incorrectly citing a source
- Failing to use quotation marks for a direct quote
- Improperly paraphrasing—both the <u>words</u> and the <u>structure</u> of your writing must differ from your source

Students will be given a complete policy the first day of class to review and sign.
For questions about plagiarism or assistance at any part of the writing process, please visit the Academic Achievement Center or Library.

Academic Support

Tutoring
Tutoring is available at a variety of times throughout the week. Please see the instructor for tutoring availability each week.

Academic Achievement Center
The Academic Achievement Center (AAC) hours are posted outside the door. The AAC Lab is the first stop for help for assignments, study skills, or writing for any course.

Academic Advising/Mentoring
Academic Advising/Mentoring is provided to each student throughout the semester. Staff or Faculty Mentors can facilitate student access to learning resources and answer basic questions regarding EBI academic programs and policies.

The Library
The Library supports the academic programs of the College and offers technology to assist student research in databases and on the Internet. A Librarian is available to assist in research and navigating our resources. Use the Library catalog (http://ebi.scoolaid.net/bin/home) to

search for a book in the library, access databases and e-books, and find reference tools. Information is also available about community resources, including scholarships, part-time employment, child care, and transportation.

Course Schedule

Lesson#	Topic(s)
1	Introduction • Describe the nature of a business, the role of accounting, and ethics in business. • Introduce the accounting equation and define each element. • Describe the effect of transactions on the elements of the accounting equation. • Summarize the development of accounting principles and relate to business. • Review Chapter One practice exercises to reinforce the accounting equation, and transactions effects on elements of the accounting equation.
2	Financial Statements • Understand Generally Accepted Accounting Principles, the Business entity concept and the cost concept. • Describe the financial statements of a proprietorship and explain interrelationship between statements. • Review Chapter One practice exercises to reinforce business entity concept, cost concept.
3	• Review Financial Statements Homework to reinforce business entity concept, cost concept, the accounting equation, and transactions effects on elements of the accounting equation. • Review for Chapter One Test. Complete Chapter One Test.
4	Transactions • Describe the characteristics of an account and a chart of accounts. • Describe and illustrate journalizing transactions using the double-entry accounting system. • Practice journalizing entries with Chapter Two illustrative problem using a manual Journal.
5	Transactions • Describe and illustrate the journalizing and posting of transactions to accounts. • Review practice exercises A to reinforce the journalizing of transactions using the double-entry accounting system and posting of entries to accounts. • Complete practice exercises B to reinforce the journalizing of transactions using the double-entry accounting system and posting of entries to accounts.
6	• Review Chapter Two Homework to reinforce the journalizing of transactions using the double-entry accounting system and posting of entries to accounts. • Review for Chapter Two Test. Complete Chapter Two Test. Adjusting Entries • Describe the nature of the adjusting process for prepaid expenses; journalize adjusting entries for prepaid expenses. Complete worksheets. • Describe the nature of the adjusting process for unearned revenues; journalize adjusting entries for unearned revenues. Complete worksheets.

7	Adjusting Entries • Describe the nature of the adjusting process for accrued revenues; journalize adjusting entries for accrued revenues. Complete worksheets. • Describe the nature of the adjusting process for accrued expenses; journalize adjusting entries for accrued expenses. Complete worksheets. Review Chapter Three practice exercises A and B to reinforce the journalizing of adjusting entries.
8	• Review Adjusting Entries Homework to reinforce the journalizing of adjusting entries. • Review for Chapter Three Test. Complete Chapter Three Test. Financial Reports • Describe the flow of accounting information from the unadjusted trial balance into the adjusted trial balance. • Discuss use of the Trial Balance report for finding errors • Prepare financial statements from adjusted account balances.
9	Finalize Accounting Cycle • Prepare closing entries: journalize and post closing entries and complete a post-closing trial balance • Describe the accounting cycle. • Explain what is meant by a fiscal year and calendar year. Complete the Chapter 4 Illustrative problem using a manual journal and general ledger.
10	Four practice exercises A and B to reinforce the flow of the accounting cycle, journalizing closing entries, and completing financial statements. • Review for Chapter Four Test. Complete Chapter Four Test. • Review Appendix 1: End-of-Period Spreadsheet; discuss usefulness and limitations.
11	Merchandising Business • Distinguish between the activities and financial statements of service and merchandising businesses. • Describe and illustrate the financial statements of a merchandising business, including associated transactions and entries for sales, purchases, taxes, adjustments, and closing entries. Complete Chapter Six practice exercises to reinforce journalizing entries for a merchandise business and the completion of financial statements for a merchandising business.
12	• Review for Chapter Test. Complete Chapter Six Test. Inventory • Describe the importance of control over inventory, inventory cost flow assumptions, and the periodic/perpetual inventory system. • Complete Chapter Seven practice exercises to reinforce calculation of LIFO, FIFO, and average cost flow assumptions.

13	• Review for Chapter Seven Test. Controls • Describe and illustrate the use of a bank reconciliation in controlling cash. • Discuss a petty cash fund and demonstrate journalizing for a petty cash fund. • Discuss Sarbanes-Oxley Act's impact on Accounting Review for Chapter Eight Test. Complete a test on Chapters Seven and Eight.
14	Review for Comprehensive Final.
15	Comprehensive Final Examination

Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.

Revised February 2016 mzt

MIDTERM

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 7 out of 8 meetings.	The student arrives on time for the course, and stays for the duration of the class for 5 to 6 meetings.	The student arrives on time for the course, and stays for the duration of the class for 3 to 4 meetings	The student arrives late for the course, and/or stays for the duration of 2 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points   _____/100 points

FINAL

Professionalism Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points _____/100 points

Student's Signature: _____   Date: _____

Professionalism **Rubric**

General Information about Composing a Case Analysis

In general, a case study analysis should be organized to deal with the following items:

1. Concise, chronological restatement of the history, background, and important facts of the situation.
2. Identification of major problem(s) and issues – clearly state what the problem(s) and issues are as you interpret the case.
3. Analysis of the problem(s) – list the factors contributing to the problem(s) you have identified; that is, identify why the problem exists.
4. Possible outcomes/solution(s) – State your recommendations for dealing with the problem(s) and issues you have identified.

Adapted from http://pages.towson.edu/aclardy/ORG%20BEH%20SYL.htm

Alternate Rubric for Evaluating Case Analysis
Case Analysis Evaluation   100 Points

	Above average	Average	Below average	Points
Proper Case Analysis Format (10 points)	Follows format successfully	Follows format most of the time	Does not follow format consistently	
Content – Analysis (35 points)	Gives own analysis beyond any study questions offered	Gives some analysis	Little to no analysis- only repeats case material	
Content – Support (30 points)	Offers concrete examples and relevant support	Needs more concrete examples and/or relevant support	Selects irrelevant or ineffective examples	
Organization- Effective, Persuasive (15 points)	Connects sentences and paragraphs logically to convey ideas clearly	Connects sentences/paragraphs logically on an inconsistent basis, but main ideas are discernible	Does not connect sentences/paragraphs logically – ideas are unclear	
Writing- Effective Style/Grammar/Mechanics (10 points)	Avoids irrelevant wordiness, jargon, clichés, and uses proper grammar, spelling, and punctuation. Uses professional tone.	Uses irrelevant wordiness, jargon, clichés. Need for more professional tone. Has several grammar, spelling, or punctuation errors.	Uses extensive wordy, redundant, and vague language. Overuses jargon and clichés. Makes numerous grammar, spelling, or punctuation errors.	

Adapted from www.cpcc.edu/learningcollege/learning-outcomes/rubrics/rubric_for_case_studies.doc

Elmira Business Institute
Student Syllabus: Principles of Accounting II (ACC102)

Prerequisites: Principles of Accounting I (ACC101)   **Course Credits: 3**

Course Description

This course is designed to focus on the details of accounting for receivables, fixed assets, investments, intangible assets, current liabilities, payroll, and long-term liabilities. The course will include topics in accounting for partnerships, limited liability companies, and corporations.

Student Learning Outcomes

Upon completion of this course, students will be able to:
- Journalize the write-off of uncollectible accounts using the Direct Method and the Allowance Method
- Estimate and journalize Bad Debt Expense using the Percentage of Sales Method and the Analysis of Receivables Method
- Journalize capital and revenue expenditures
- Calculate interest and journalize entries associated with notes
- Calculate and journalize Depreciation Expense using the Straight-line Method, the Units-of-production Method, and the Double-declining Method
- Calculate and journalize payroll withholdings and payroll tax expenses
- Calculate and journalize entries associated with partnerships: adding a partner, distributing income/loss, re-evaluation of assets and re-distribution of partnership equity, and liquidating a partnership
- Calculate and journalize entries associated with a corporation: issuing common and preferred stock, issuing cash and stock dividends, and reacquiring Treasury stock
- Calculate and journalize entries for bonds: issued at face and premium/discount and interest expense and amortization of premium/discount

Career Portfolio for Workplace Skills Program

Your Career Portfolio for Workplace Skills material demonstrates your competency and skills in your chosen career field. The completed portfolio will allow you to present examples of abilities and relevant skills to prospective employers as evidence of career readiness.

Individual Career Portfolio course projects must be saved to be added to your on-line portfolio that will be created in Career Placement Seminar. It is your responsibility to keep these projects safe and secure.

Career Portfolio for Workplace Skills Project for ACC 102

The Career Portfolio for Workplace Skills Project for ACC102 is a simulation that allows the student to set up a sole proprietorship and follow the steps necessary for it to become a partnership and then transform the business into a corporation.

Required Course Texts & Course Materials

Warren, Reeve, and Jonathan E. Duchase. *Financial Accounting*. 14th ed. Mason: South-Western
      Cengage Learning, 2014. Print. (ISBN 9781305088436)

Supplemental educational learning materials may include and are not limited to
ec.gov/edgar/searchedgar/companysea.ch.html.

Assessment

Assignments and projects will be evaluated on a standard grading rubric. Practical and written examinations will be graded according to content; (multiple choice, fill-in-the blank, short answer, and/or practicum).

The instructor will endeavor to return student work product by the next official class period whenever possible. Essay and/or research projects will be returned as soon as all class projects have been graded.

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Evaluation

Assessment Type	% of Grade
Attendance/Professionalism	10%
Examinations	45%
Project Assignments	15%
Homework	10%
Final Examination	20%
Total	**100%**

Grading Scheme

Numerical Average	Letter Grade	Quality Points
95-100	A	4.0
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83-85	B	3.0
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76-79	C+	2.3
73-75	C	2.0
70-72	C-	1.7
68-69	D+	1.3
66-67	D	1.0
65	D-	0.7

Numerical Average	Letter Grade	Quality Points
0-64	F	0.0
Withdraw/Failing	W/F	0.0
Withdraw	W	----
Incomplete	I	----
Test Out	TO	----
Transfer of Credit	T	----

Course Policies

Behavioral Standards

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Please keep in mind that plagiarism includes:

- Copying another person's work and claiming credit for it
- Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source whether or not it is a direct quotation
- Incorrectly citing a source
- Failing to use quotation marks for a direct quote
- Improperly paraphrasing—both the words and the structure of your writing must differ from your source

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Course Schedule

Lesson #	Topic(s)
1	Accounts Receivable • Describe common classes of receivables and describe accounting for uncollectible receivables. Complete worksheets to reinforce concepts. • Describe the Direct Write-off Method and the Allowance Method of accounting for uncollectible accounts. Complete worksheets to reinforce concepts. • Review concepts associated with Receivables utilizing practice exercises.
2	Uncollectible methods and Notes Receivable • Estimate value of uncollectible accounts using the percentage of sales method and the analysis of receivable method. • Describe accounting for Notes Receivable • Review concepts associated with Receivables utilizing practice exercises • . Review for and complete test on receivables
3	.Fixed Assets • Define, classify, and account for the cost of fixed assets. Complete worksheets to clarify and reinforce concepts. • Compute Depreciation using straight-line. Complete worksheets to clarify and reinforce concepts. • Review aspects of Fixed Assets
4	Depreciation • Compute Depreciation using units-of-production. • Compute Depreciation double-declining balance methods. • Complete an Excel worksheet creating a depreciation schedule, using both straight-line and double-declining methods.
5	Chapter 10 - Other Assets • Discuss accounting for Natural Resources and Intangible Assets • Review aspects of Natural Resources and Intangible Assets utilizing practice exercises.

6	• Review for and complete test on Fixed Assets and Intangible Assets - Chapter Ten. Current Liabilities • Describe and illustrate current liabilities related to accounts payable, current portion of long-term debt, and notes payable. Complete worksheets to clarify and reinforce concepts. • Review aspects of current liabilities utilizing practice exercises.
7	Payroll • Determine employer liabilities for payroll, including liabilities arising from employee earnings and deductions for earnings. Journalize entries for fringe benefits, vacation pay, and pensions. Complete worksheets to clarify and reinforce concepts. • Review aspects of payroll utilizing practice exercises • Review for and complete test on Current Liabilities and Payroll - Chapter Eleven. Partnerships • Describe the characteristics of proprietorships, partnerships, and limited liability companies. • Describe and illustrate the accounting for forming a partnership and for dividing the net income and net loss of a partnership. Complete worksheets to clarify and reinforce concepts.
8	Midterm
9	Partnerships • Describe and illustrate the accounting for Addition or Withdrawal of a Partner • Describe and illustrate the accounting for liquidating a partnership. Complete worksheets to clarify and reinforce concepts
10	• Review for and complete test on partnerships - Chapter Twelve. Corporations • Describe the nature of the corporate form of organization and two main sources of stockholder's equity. Complete worksheet to reinforce concepts related to corporations.
11	Stock • Describe and illustrate the characteristics of stock, classes of stock, and entries for issuing stock. • Describe and illustrate the accounting for cash dividends and stock dividends. • Describe and illustrate the accounting for treasury stock transactions. • Describe and illustrate the reporting of stockholder's equity. Complete worksheets to clarify and reinforce concepts. • Review Chapter Thirteen practice exercises.
12	Stock • Review for and complete test on corporations. • Compute the potential impact of long-term borrowing on EPS. Use practice exercise to clarify and reinforce calculations. • Describe the characteristics and terminology of bonds payable. Complete terminology worksheet to clarify and reinforce concepts.

13	• Describe and illustrate the accounting for installment notes. Complete worksheet on installment notes to clarify and reinforce terms and concepts. • Describe and illustrate the reporting on long-term liabilities including bonds and notes payable. Complete bond worksheet to clarify and reinforce terms and concepts. • Complete practice exercises to reinforce concepts.
14	• Finalize and submit Career Portfolio Project. Review for Comprehensive final examination.
15	• Complete comprehensive final examination.

Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.

Revised February 2016 mzt

Career Portfolio for the Workplace Project

Directions: Journalize the following transactions for your employer, Mr. Jones, who owns and operates Jones Construction Company. The company is both a merchandising company because it sells items and a service business because it provides excavation services. Mr. Jones likes to keep his revenue separated between sales and excavation revenue. Use the transaction numbers as the days of the month. Use your textbook as a guide. For journalizing, each correct account title is worth one point. Each correct amount is worth one point. See the rubric on page 4 for point values broken down by Chapter. You will be creating a straight-line depreciation schedule, a double-declining depreciation schedule, and an amortization schedule using Excel. The Depreciation Expense for each schedule, when calculated correctly for the five years, will be worth five points. The correct calculation of amortization for the last three months of the year is worth three points. The first nine months are displayed in the example.

Chapter 9: Bad Debts Expense and QuickBooks Project (journalizing - worth 66 points)
January
1. You deposit $80,000 in the M & T business bank account to start your business.
2. You buy 24 doors from 88 Lumber Company on account and you pay $500 for each door. You plan on selling them for $1,000.
3. You sell 9 doors on account; $1,000 per door is the sell price, to Ames Company. Sales tax is 8%.
4. Ames does not think it can pay in 30 days so Ames gives you a 60-day 12% note.
5. You sell 3 doors on account; $1,000 per door is the sell price, to Dorset Company. Remember to include the 8% sales tax and remember that you originally purchased the doors for $500 each.
6. Subsequent to sending the invoice, you discover Dorset has gone bankrupt. Use the allowance method to account for bad debts.
7. You decide to lend money to a friend, Jill Klein, $500. She will repay you in 90-days, with 14% interest.
8. Ames paid the entire invoice including the interest. Journalize the payment. (See transaction #4)
9. Unexpectedly, Dorset decided to pay their invoice in full. Journalize receipt of payment. (See transaction #6)
10. Jill Klein paid her note with interest. (See transaction #7)
11. You sold 12 doors on account to Global Company, $1,000 each. Remember to include 8% sales tax on the sale. Global immediately gave you a 60-day, 12% note.

Chapter 10: Fixed Assets and Intangible Assets (journalizing - worth 20 points)
12. Your company completed an excavation job for $80,000 for United Health Services Hospitals, Inc. You mailed an invoice to UHS. Sales tax does not apply to the excavation job.
13. UHS paid the invoice within 30 days. Journalize the payment.

Depreciation Schedules (calculations - worth 10 points)
Your company is considering the purchase of a bulldozer for $150,000 on January 14, 20XX (current year). The estimated useful life would be five years; the estimated residual value would be $12,000. Using Excel, create a depreciation schedule showing Depreciation Expense for all five years using the straight-line method and the double-declining method. *(See formatting example below)*
- The Straight-Line Depreciation Schedule should look similar to this:

Jones Construction Company
Straight-Line Depreciation Schedule

Depreciable Cost: (show calculation)
Depreciable Rate: (show calculation)
Annual Depreciation Expense: (show calculation)

Year	Depreciation Expense	Accumulated Depreciation, End of Year	Book Value, End of Year
1			
2			
3			
4			
5			

- Complete another Depreciation Schedule for double-declining depreciation.

January
14. You sign a contract with Milton Cat to purchase the bulldozer for $150,000 on account. Journalize the purchase. You assure Milton Cat you will obtain a loan from the bank and the account will be paid in full in 30 days.
15. Your company goes to HSBC bank and takes out a loan for $150,000 to buy the bulldozer. Journalize this transaction.
16. Pay Milton Cat the amount owed of $150,000 for the bulldozer.

Amortization Schedule (calculations - worth 3 points)
Using Excel, create an amortization schedule for paying the bulldozer loan: 5.5% interest over 30 years with monthly payments of $851.69. Use relative formulas to complete the Excel Worksheet:
- Interest is multiplied by the Loan Balance and divided by 12 to get the monthly interest.
- The payment minus the Interest will equal the principal amount.
- The principal amount reduces the loan balance.
- The Loan Amortization Schedule should look similar to the following:

Jones Construction Company
Loan Amortization Schedule

Month	Payment	Interest Rate	Interest	Principal	Balance of Loan
					150,000.00
January	851.69	0.055	687.50	164.19	149,835.81
February	851.69	0.055	686.75	164.94	149,670.87
March	851.69	0.055	685.99	165.70	149,505.17
April	851.69	0.055	685.23	166.46	149,338.71
May	851.69	0.055	684.47	167.22	149,171.49
June	851.69	0.055	683.70	167.99	149,003.50
July	851.69	0.055	682.93	168.76	148,834.75
August	851.69	0.055	682.16	169.53	148,665.21
September	851.69	0.055	681.38	170.31	148,494.91
October	851.69	0.055			
November	851.69	0.055			
December	851.69	0.055			

Chapter 11: Current Liabilities and Payroll (journalizing - worth 74 points)
January You purchase $20,000 of siding from 88 Lumber Company on account.
    17. You realize you cannot pay 88 Lumber in 30 days; you negotiate payment by issuing a 60-day, 12% note for $20,000 to 88 Lumber Company.

March
    18. The 60 days has passed . . . so, you pay 88 Lumber the amount owed on the note (and interest).
    19. You issued a $50,000, 90-day note to Milton Cat for a forklift. Milton Cat discounted the note at 15%. Record purchase of forklift.
June
    18. The 90 days has passed . . . so, you write a check to Milton Cat for the amount owed on the note.
    30. Make a journal entry to record the following payroll:

Salary distribution (Gross):		
Sales Salaries	$63,400	
Officers Salaries	36,600	
Office Salaries	10,000	$110,000
Deductions:		
Social Security Withholding	$6,600	
Medicare Withholding	1,650	
Federal Income Tax WH	17,600	
State Income Tax WH	4,950	
Savings Bond Deductions	850	
Medical Insurance Deductions	1,120	32,770
Net Pay		$77,230

    30. Journalize the entry to record payroll taxes for social security and Medicare from the biweekly payroll. Assume employers are required to match the Social Security and Medicare withheld from employees.

July
    15. Issue a check in payment of the liabilities for employee's federal income tax of $17,600, social security of $13,200, and Medicare of $3,300. Federal Unemployment is .8% of gross and State Unemployment is 5.4% of gross. Assume no employee has reached the limits.
    16. Issue a check for $9,500 to the pension fund trustee to fully fund the pension cost for the month.
    17. Journalize the entry to record the employee's accrued vacation pay, $36,100.
    18. Journalize the entry to record the estimated accrued product warranty liability, $37,240.

Chapter 12 - 14: Partnerships, Corporations, and Bonds (journalizing - worth 22 points)
    19. Joe Canter, a friend, offers $20,000 in cash to become a partner in your business. You accept the $20,000 offer. No adjustments need to be made to the assets prior to his admittance as a partner.

    20. Due to liability issues and lack of cash, you and Joe determine it would be best to become a public corporation. Convert the equity accounts to common stock, no par value.

August
    1. You and Joe decide to expand your business. Your company issues 25-year, $2,000,000, 7% callable bonds dated August 1, of the current year, for cash of $1,920,000. Journalize the issuance of the bond.
December

31. Journalize the accrued interest on the bond and amortization of the discount. Use the straight-line method for amortization of the discount.

Rubric for Career Portfolio Project:

	Total Possible	Points Awarded
Chapter 9 #1 - #11 Transactions	33 Account Names 33 Amounts 66 Total Points	_____ Account Names _____ Amounts _____ Total Points
Chapter 10 #12 - #16 Transactions	10 Account Names 10 Amounts 20 Total Points	_____ Account Names _____ Amounts _____ Total Points
Chapter 11 #17 - (July)#18 Transactions	37 Account Names 37 Amounts 74 Total Points	_____ Account Names _____ Amounts _____ Total Points
Chapter 12 - 14 (July)#19 - (December)#31 Transactions	11 Account Names 11 Amounts 22 Total Points	_____ Account Names _____ Amounts _____ Total Points
Depreciation Schedule: Straight-line	5 Total Points for completions of correct calculations using Excel	_____ Total Points
Depreciation Schedule: Double-declining	5 Total Points for completion of correct calculations using Excel	_____ Total Points
Amortization Schedule	3 Total Points for completion of correct calculations using Excel	_____ Total Points
	Total Possible Points: 195	_____ / 195 Points

The use of http://www.plagiarismchecker.com/ was used on this assignment: Yes_____No_____

General Information about Composing a Case Analysis

In general, a case study analysis should be organized to deal with the following items:
1. Concise, chronological restatement of the history, background, and important facts of the situation.
2. Identification of major problem(s) and issues – clearly state what the problem(s) and issues are as you interpret the case.
3. Analysis of the problem(s) – list the factors contributing to the problem(s) you have identified; that is, identify why the problem exists.
4. Possible outcomes/solution(s) – State your recommendations for dealing with the problem(s) and issues you have identified.

Adapted from http://pages.towson.edu/aclardy/ORG%20BEH%20SYL.htm

Alternate Rubric for Evaluating Case Analysis
Case Analysis Evaluation   100 Points

	Above average	Average	Below average	Points
Proper Case Analysis Format (10 points)	Follows format successfully	Follows format most of the time	Does not follow format consistently	
Content – Analysis (35 points)	Gives own analysis beyond any study questions offered	Gives some analysis	Little to no analysis- only repeats case material	
Content – Support (30 points)	Offers concrete examples and relevant support	Needs more concrete examples and/or relevant support	Selects irrelevant or ineffective examples	
Organization- Effective, Persuasive (15 points)	Connects sentences and paragraphs logically to convey ideas clearly	Connects sentences/paragraphs logically on an inconsistent basis, but main ideas are discernible	Does not connect sentences/paragraphs logically – ideas are unclear	
Writing- Effective Style/Grammar/Mechanics (10 points)	Avoids irrelevant wordiness, jargon, clichés, and uses proper grammar, spelling, and punctuation. Uses professional tone.	Uses irrelevant wordiness, jargon, clichés. Need for more professional tone. Has several grammar, spelling, or punctuation errors.	Uses extensive wordy, redundant, and vague language. Overuses jargon and clichés. Makes numerous grammar, spelling, or punctuation errors.	

Adapted from www.cpcc.edu/learningcollege/learning-outcomes/rubrics/rubric_for_case_studies.doc

MIDTERM

Professionalism Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points   _____/100 points

Student's Signature: _____   Date: _____

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FINAL

Professionalism Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
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Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points   _____/100 points

Elmira Business Institute
Student Syllabus: Computerized Accounting Systems (ACC120)

Prerequisites: Principles of Accounting I (ACC101)   **Course Credits: 3**

Course Description

This course is an introduction to computerized accounting software, designed to teach students to accomplish accounting functions using QuickBooks software. Students will learn to set-up a company including the creation of the chart of accounts, customer/vendor lists, and employee lists. Students will learn basic functions, which include invoicing customers and receiving payments from customers, entering and paying bills, paying employees and submitting payroll taxes, paying sales tax, and reconciling bank statements. Students will become familiar with reports and graphs enabling management to make appropriate business decisions.

Student Learning Outcomes

Upon completion of this course, students will be able to:
- Understand data files: opening and restoring back-up files
- Set-up and maintain company files, set-up users, passwords, and preferences
- Understand the sales process: sales receipts, invoices, deposits and deposit slips, sales tax, receiving payments with credit cards, credits/returns, bad debt, unearned fees, finance charges and create/customize customer reports
- Manage expenses: use class/job tracking, print/void checks, apply credits/refunds, track petty cash, and credit card charges
- Reconcile bank statements: find and correct errors, handle NSF transactions, and create/customize associated reports
- Manage inventory: activate, set-up/adjust inventory items, calculate average cost, utilize purchase orders/group items, and create/customizes associate reports
- Set up, adjust and pay sales tax, understand time and billing, and manage payroll setup and processing
- Understand the accounting functions of QuickBooks software

Career Portfolio for Workplace Skills Program

Your Career Portfolio for Workplace Skills material demonstrates your competency and skills in your chosen career field. The completed portfolio will allow you to present examples of abilities and relevant skills to prospective employers as evidence of career readiness.

Individual Career Portfolio course projects must be saved to be added to your on-line portfolio that will be created in Career Placement Seminar. It is your responsibility to keep these projects safe and secure.

Career Portfolio for Workplace Skills Project for ACC120
Complete the Horizon Financial Business scenario. Record initial start-up costs. Record two months of transactions, track inventory, and reconcile bank statements.

Required Course Texts & Course Materials

Sleeter, Doug, *QuickBooks Complete* – Version 2013. Pleasanton: Sleeter Group, 2013. Print
     (ISBN: 9781932487893)

Supplemental educational learning materials may include and are not limited to
May be supplied by the instructor.

Assessment
Essay assignments and research projects will be evaluated on a standard grading rubric. Written examinations will be graded according to content (multiple choice, fill-in-the blank, short answer, and/or essay).

The instructor will endeavor to return student work product by the next official class period whenever possible. Essay and/or research projects will be returned as soon as all class projects have been graded.

Student Homework Policy Statement

Elmira Business Institute (EBI) syllabi contain assignments in alignment with the federal government's definition of appropriate, assigned homework for each credit hour. For each one-credit hour of classroom or direct faculty instruction, two hours of out-of-class student work will be assigned. (For example: A three-credit course will include an average of six (6) hours of homework each week.). For classes with laboratory or clinical work, a three-credit, four-hour class will include an average of six (6) hours of homework each week. For externships, each credit hour will include an average of three (3) hours of homework per week. Assignments are directly relevant to course objectives and learning outcomes and are included at the end of the syllabi. Each assignment will be graded and recorded by the instructor.

Evaluation

Assessment Type	% of Grade
Attendance/Professionalism	15%
Tests	45%
Career Portfolio Project	20%
Final Examination	20%
Total	100%

Grading Scheme

Numerical Average	Letter Grade	Quality Points
95-100	A	4.0
90-94	A-	3.7
86-89	B+	3.3
83-85	B	3.0
80-82	B-	2.7
76-79	C+	2.3
73-75	C	2.0
70-72	C-	1.7
68-69	D+	1.3

Numerical Average	Letter Grade	Quality Points
66-67	D	1.0
65	D-	0.7
0-64	F	0.0
Withdraw/Failing	W/F	0.0
Withdraw	W	----
Incomplete	I	----
Test Out	TO	----
Transfer of Credit	T	----

Course Policies

Behavioral Standards

Students are expected to abide by all public laws; to comply with the regulations and policies of the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. Respect for others in terms of language, demeanor, and attention to others while they are speaking is expected.

The College reserves the right to dismiss or suspend students for conduct which impedes, disrupts, or interferes with the orderly and continuous administration and operation of the College or any unit of the College. Attending EBI is not a right; it is a privilege.

As a part of its mission to prepare students for careers in the business and healthcare world, EBI requires students to dress in a manner that will create a positive self-image. Inappropriately dressed students may not be permitted to attend classes. Students in College externships are required to follow the participating organization's dress code.

No cell phone use or Internet access is allowed in the classroom unless permission is granted by the instructor and usage is course appropriate.

No eating or drinking in EBI's classroom laboratories (medical, business or technology), Library and Academic Achievement Center.

Attendance Policy

Attendance is mandatory and will be used when calculating participation/attendance. Class will begin promptly. Students who are late or absent are responsible to obtain lecture notes, assignments, and announcements after class, so as not to interfere with class time, or the work of fellow students. Along with the portfolio, one of the first questions a potential employer will ask the Career Services representative about is student attendance. Your attendance in the classroom directly represents your quality of potential work.

Students who do not attend classes after missing 14 consecutive calendar days or who fail to attend classes on a regular basis will be administratively dropped by the college. Since attendance is also used to verify enrollment for financial aid purposes, it is important that students attend classes on a regular basis to avoid loss of financial aid eligibility (student loans) and federal and state grants.

Make-Up Policy

When a student is absent, that student is responsible for making up missed class work. Make-up tests or quizzes *may* be offered at the *instructor's discretion* via ONE-STOP at the Library, and it is the student's responsibility to arrange a time at the librarian's convenience. One-Stop tests and quizzes must be taken within one week of the date of absence; failure to make up work, quizzes, or exams in a timely manner may result in a 0 grade. There is no charge for make-up work.

Students will not be allowed to make up the Midterm or Final Examination for the course. Mid-term or Final Examinations may only be made up with approval from the Campus Director/Dean and appropriate documentation.

Academic Integrity/Plagiarism Rules

Elmira Business Institute is committed to supporting its mission to provide an educational experience designed to develop professional competencies including developing habits of personal and professional integrity. The College expects all members of its community—students, faculty, and staff—to act honestly in all situations. Actions of Academic Dishonesty will not be tolerated. Academic Dishonesty "is any form of cheating and plagiarism which results in students giving or receiving unauthorized assistance in an academic assignment or receiving credit for work which is not their own." All students are expected to agree to a pledge of honesty concerning their academic work, and faculty is expected to maintain the standards of that code. If you think it may be cheating, it probably is.

Please keep in mind that plagiarism includes:

- Copying another person's work and claiming credit for it
- Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source whether or not it is a direct quotation
- Incorrectly citing a source
- Failing to use quotation marks for a direct quote
- Improperly paraphrasing—both the words and the structure of your writing must differ from your source

Students will be given a complete policy the first day of class to review and sign.
For questions about plagiarism or assistance at any part of the writing process, please visit the Academic Achievement Center or Library.

Academic Support

Tutoring

Tutoring is available at a variety of times throughout the week. Please see the instructor for tutoring availability each week.

Academic Achievement Center

The Academic Achievement Center (AAC) hours are posted outside the door. The AAC Lab is the first stop for help for assignments, study skills, or writing for any course.

Academic Advising/Mentoring
Academic Advising/Mentoring is provided to each student throughout the semester. Staff or Faculty Mentors can facilitate student access to learning resources and answer basic questions regarding EBI academic programs and policies.

The Library
The Library supports the academic programs of the College and offers technology to assist student research in databases and on the Internet. A Librarian is available to assist in research and navigating our resources. Use the Library catalog (http://ebi.scoolaid.net/bin/home) to search for a book in the library, access databases and e-books, and find reference tools. Information is also available about community resources, including scholarships, part-time employment, child care, and transportation.

Course Schedule

Lesson#	Topic(s)
1	Introduction to Quickbooks • Demonstrate understanding of opening and restoring back-up files and portable files. Describe QuickBooks data files and types. • Understand how QuickBooks accomplishes accounting functions, how to use interface features, and how to access help and support • Demonstrate understanding of transactions by creating forms, lists, accounts, registers, and items.
2	• Complete Chapter One assessment. Sales Process • Demonstrate setting up customers, sales tax codes, and job numbers. • Demonstrate recording both cash sales and credit sales. • Demonstrate an understanding of undeposited funds. Create an invoice and generate invoice reports. • Demonstrate proper recording of both full and partial payments, as well as payments from credit cards. Create and print a bank deposit form.
3	• Complete Chapter Two assessment. Customer Transactions • Demonstrate an understanding of recording customer returns and credits. • Complete and apply a credit memo and print customer reports. • Demonstrate an understanding of refunding both cash and credit card customers for returns. • Understand how to record Bad Debt Expense and Finance charges. Create a customer statement and item report

4	• Complete Chapter Three assessment. Expenses • Demonstrate the ability to set up vendors and record expenses. Understand class tracking and job cost tracking. • Understand how to use a register for manually written checks and understand what is meant by split transactions. Demonstrate the ability to write checks with and without the accounts payable module. • Demonstrate the ability to enter bills, create the unpaid bills report, pay bills by printing checks, and void checks. • Understand how to apply a vendor credit, attach electronic documents, and handle deposits and refunds from vendors , and track petty cash and credit cards. • Demonstrate the ability to track petty cash and credit cards. Set up and understand the loan manager.
5	• Complete Chapter Four assessment. Bank Reconciliation • Demonstrate the ability to reconcile bank statements and correctly record bounced checks, bank errors, replacement checks, and online banking transactions.
6	• Complete Chapter Five assessment. Reports • Set Quickbooks preferences for reports • Create various accounting reports • Create various business management reports • Customize and memorize reports • Utilize features in reports to see detailed information
7	• Complete Chapter Six assessment Company Setup • Utilize 12-step process to setup new company • Use Detailed Start and EasyStep Interview to setup a company file • Setup Chart of Accounts and opening balances • Enter outstanding transactions and year-to-date information • Make various adjustments • Setup users and passwords
8	• Complete Chapter 7 assessment Customizing • Modify preferences • Customize menus, windows, the icon bar and display settings • Utilize various lists and custom fields

9	• Complete Chapter 8 assessment Inventory • Demonstrate the ability to activate the inventory function and set up inventory items, calculate the average cost of inventory, invoice for inventory items, use reminders, purchase inventory, and create purchase orders. • Understand how to receive shipments against purchase orders, create open purchase order reports, check purchase order status, enter a final shipment, and enter bill for received inventory. • Demonstrate how to convert a received item into a bill and understand the three choices if a vendor ships more than was ordered. Understand how to handle vendor overcharges. • Understand how to adjust inventory quantity and value. Demonstrate the ability to set up group items and generate inventory reports.
10	• Complete Chapter Nine assessment. Time and Billing • Demonstrate the ability to activate sales tax and set preferences, use sales tax items on sales forms and set up sales tax items. • Understand how to set up sales tax codes, assign sales tax codes to items, assign sales tax codes to customers, and use QuickBooks to assist in completing sales tax returns. • Demonstrate the ability to adjust sales tax payable for a sales tax discount, pay sales tax, and set up sales tax groups. Understand how to categorize revenue by Sales Tax Code.
11	• Complete Chapter Ten assessment. Payroll Setup • Explain the meaning of reimbursable (billable) expenses and demonstrate how to add reimbursable expenses, items, mileage and time to invoices. • Explain the meaning of two-sided items and how to use two-sided items to track reimbursable expenses and services. • Demonstrate the ability to activate time tracking and pass the billable time to the invoice. • Create reports to analyze timesheet data. • Demonstrate how to use the vehicle mileage tracer and how to handle multiple pass-throughs on a single invoice.

12	• Complete Chapter Eleven assessment. Payroll Processing • Understand the five choices for tracking payroll. Understand how to activate the payroll feature and configure payroll preferences. • Set up payroll accounts in the chart of accounts and enable the date file for payroll processing. • Demonstrate the ability to add payroll items, vendors, employee records, and year-to-date amounts. Understand the accounting behind the scenes of payroll items. • Demonstrate the ability to add and edit payroll items from the payroll item list; and release, deactivate, and reactive employees
13	• Complete Chapter Twelve assessment. Estimates • Prepare estimates • Create invoices, purchase orders and reports from estimates
14	• Complete Chapter 15: Horizon Financial Planning Business Scenario to finalize and submit Vision Project • Review for Comprehensive Final exam
15	Complete Final Exam

Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.

Revised February 2016 mzt

MIDTERM

Professionalism **Rubric**

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points   _____/100 points

Student's Signature: _____   Date: _____

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FINAL

Professionalism EBI 155th ANNIVERSARY **Rubric**

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
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Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points   _____/100 points

Student's Signature: _____   Date: _____

Elmira Business Institute
Student Syllabus: Intermediate Accounting (ACC201)

Prerequisites: Principles of Accounting II (ACC102)   **Course Credits: 3**

Course Description

This course is designed to expose students to advanced accounting theory. The course will include topics such as time value of money and practices as it pertains to principle items appearing on the financial statements of a corporation. The aforementioned principle items are cash, investments, receivables, inventories, and fixed assets. This course will emphasize the proper classification of accounts and format of the income statement of retained earnings, the balance sheet, and statement of cash flows using QuickBooks software.

Student Learning Outcomes

Upon completion of this course, students will be able to:
- Prepare and analyze income statement, balance sheet, and statement of cash flows; understanding uses, limitations, and unique formatting elements of each statement
- Identify challenges and objectives of financial accounting and reporting
- Discuss the role of Generally Accepted Accounting Principles considering ethical, political, and international pressures
- Complete the accounting cycle
- Analyze, classify, and journalize cash related items, including valuation, recognition, and disposition of accounts and notes receivables
- Analyze and evaluate costs flow assumptions related to inventory
- Apply the lower-of-cost-or market rule and valuation bases to inventory
- Utilize knowledge in QuickBooks to complete accounting procedures

Career Portfolio for Workplace Skills Program

Your Career Portfolio for Workplace Skills material demonstrates your competency and skills in your chosen career field. The completed portfolio will allow you to present examples of abilities and relevant skills to prospective employers as evidence of career readiness.

Individual Career Portfolio course projects must be saved to be added to your on-line portfolio that will be created in Career Placement Seminar. It is your responsibility to keep these projects safe and secure.

Career Portfolio for Workplace Skills Project for ACC 201
The student will setup a service business and record transactions for a one month period.   This will involve setting up accounts, payroll, and customers/vendors as well as creating financial statements for the month.

Required Course Texts & Course Materials

Kieso, Donald E., Terry D. Warfield, and Jerry J. Weygandt. *Intermediate Accounting.* 15th ed, Vol. 1. Hoboken: John Wiley & Sons, 2012. Print. (ISBN: 9781118147276)

Supplemental educational learning materials may include and are not limited to
Websites containing the Annual Reports of the Procter and Gamble Company.
Websites containing the Annual Reports of the Coco-Cola Company
Websites containing the Annual Reports of the Pepsico, Inc. Company

Assessment

Assignments and projects will be evaluated on a standard grading rubric. Practical and written examinations will be graded according to content; (multiple choice, fill-in-the blank, short answer, and/or practicum).

The instructor will endeavor to return student work product by the next official class period whenever possible. Essay and/or research projects will be returned as soon as all class projects have been graded.

Student Homework Policy Statement
Elmira Business Institute (EBI) syllabi contain assignments in alignment with the federal government's definition of appropriate, assigned homework for each credit hour. For each one-credit hour of classroom or direct faculty instruction, two hours of out-of-class student work will be assigned. (For example: A three-credit course will include an average of six (6) hours of homework each week.). For classes with laboratory or clinical work, a three-credit, four-hour class will include an average of six (6) hours of homework each week. For externships, each credit hour will include an average of three (3) hours of homework per week. Assignments are directly relevant to course objectives and learning outcomes and are included at the end of the syllabi. Each assignment will be graded and recorded by the instructor.

Evaluation

Assessment Type	% of Grade
Attendance/Professionalism	15%
Chapter Tests	45%
Homework	10%
Career Portfolio Project	10%
Final Exam	20%
Total	100%

Grading Scheme

Numerical Average	Letter Grade	Quality Points
95-100	A	4.0
90-94	A-	3.7
86-89	B+	3.3
83-85	B	3.0
80-82	B-	2.7
76-79	C+	2.3
73-75	C	2.0
70-72	C-	1.7

Numerical Average	Letter Grade	Quality Points
68-69	D+	1.3
66-67	D	1.0
65	D-	0.7
0-64	F	0.0
Withdraw/Failing	W/F	0.0
Withdraw	W	----
Incomplete	I	----
Test Out	TO	----
Transfer of Credit	T	----

Course Policies

Behavioral Standards

Students are expected to abide by all public laws; to comply with the regulations and policies of the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. Respect for others in terms of language, demeanor, and attention to others while they are speaking is expected.

The College reserves the right to dismiss or suspend students for conduct which impedes, disrupts, or interferes with the orderly and continuous administration and operation of the College or any unit of the College. Attending EBI is not a right; it is a privilege.

As a part of its mission to prepare students for careers in the business and healthcare world, EBI requires students to dress in a manner that will create a positive self-image. Inappropriately dressed students may not be permitted to attend classes. Students in College externships are required to follow the participating organization's dress code.

No cell phone use or Internet access is allowed in the classroom unless permission is granted by the instructor and usage is course appropriate.

No eating or drinking in EBI's classroom laboratories (medical, business or technology), Library and Academic Achievement Center.

Attendance Policy

Attendance is mandatory and will be used when calculating participation/attendance. Class will begin promptly. Students who are late or absent are responsible to obtain lecture notes, assignments, and announcements after class, so as not to interfere with class time, or the work of fellow students. Along with the portfolio, one of the first questions a potential employer will ask the Career Services representative about is student attendance. Your attendance in the classroom directly represents your quality of potential work.

Students who do not attend classes after missing 14 consecutive calendar days or who fail to attend classes on a regular basis will be administratively dropped by the college. Since attendance is also used to verify enrollment for financial aid purposes, it is important that students attend classes on a regular basis to avoid loss of financial aid eligibility (student loans) and federal and state grants.

Make-Up Policy

When a student is absent, that student is responsible for making up missed class work. Make-up tests or quizzes *may* be offered at the *instructor's discretion* via ONE-STOP at the Library, and it is the student's responsibility to arrange a time at the librarian's convenience. One-Stop tests and quizzes must be taken within one week of the date of absence; failure to make up work, quizzes, or exams in a timely manner may result in a 0 grade. There is no charge for make-up work.

Students will not be allowed to make up the Midterm or Final Examination for the course. Midterm or Final Examinations may only be made up with approval from the Campus Director/Dean and appropriate documentation.

Academic Integrity/Plagiarism Rules

Elmira Business Institute is committed to supporting its mission to provide an educational experience designed to develop professional competencies including developing habits of personal and professional integrity. The College expects all members of its community—students, faculty, and staff—to act honestly in all situations. Actions of Academic Dishonesty will not be tolerated. Academic Dishonesty "is any form of cheating and plagiarism which results in students giving or receiving unauthorized assistance in an academic assignment or receiving credit for work which is not their own." All students are expected to agree to a pledge of honesty concerning their academic work, and faculty is expected to maintain the standards of that code. If you think it may be cheating, it probably is.

Please keep in mind that plagiarism includes:

- Copying another person's work and claiming credit for it
- Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source whether or not it is a direct quotation
- Incorrectly citing a source
- Failing to use quotation marks for a direct quote
- Improperly paraphrasing—both the words and the structure of your writing must differ from your source

Students will be given a complete policy the first day of class to review and sign.
For questions about plagiarism or assistance at any part of the writing process, please visit the Academic Achievement Center or Library.

Academic Support

Tutoring

Tutoring is available at a variety of times throughout the week. Please see the instructor for tutoring availability each week.

Academic Achievement Center

The Academic Achievement Center (AAC) hours are posted outside the door. The AAC Lab is the first stop for help for assignments, study skills, or writing for any course.

Academic Advising/Mentoring
Academic Advising/Mentoring is provided to each student throughout the semester. Staff or Faculty Mentors can facilitate student access to learning resources and answer basic questions regarding EBI academic programs and policies.

The Library
The Library supports the academic programs of the College and offers technology to assist student research in databases and on the Internet. A Librarian is available to assist in research and navigating our resources. Use the Library catalog (http://ebi.scoolaid.net/bin/home) to search for a book in the library, access databases and e-books, and find reference tools. Information is also available about community resources, including scholarships, part-time employment, child care, and transportation.

Course Schedule

Lesson#	Topic(s)
1	- Identify the major financial statements and other means of financial reporting - Explain how accounting assists in the efficient use of scarce resources - Describe some of the challenges facing accounting - Identify the objectives of financial reporting - Explain the need for accounting standards - Identify the major policy-setting bodies and their roles in the standard setting process - Explain the meaning of GAAP and the role of codification for GAAP - Describe the impact of user groups on the rule making process - Understand issues related to ethics and financial accounting - Introduce Visions Project
2	- Understand basic accounting terminology - Explain double-entry rules - Identify steps in the accounting cycle - Record transactions in journal, post to ledger and prepare trial balance - Explain the reasons for preparing adjusting entries - Prepare financial statements from the adjusted trial balance - Prepare closing entries
3	- Understand the uses and limitations of an income statement - Prepare a single step income statement - Prepare a multiple step income statement
4	- Explain how to report irregular items - Explain intra-period tax allocation - Identify where to report earnings per share information - Prepare a Retained Earnings Statement - Explain how to report other comprehensive income

5	• Explain the uses and limitations of a balance sheet • Identify the major classifications of the balance sheet • Prepare a classified balance sheet using the report and account formats • Determine which balance sheet information requires supplemental disclosure • Describe the major disclosure techniques for the balance sheet
6	• Indicate the purpose of the Statement of Cash Flows • Identify the content of the Statement of Cash Flows • Prepare a Basic Statement of Cash Flows • Understand the usefulness of the statement of cash Flows
7	• Identify items considered "Cash" • Indicate how to report cash and related items • Define receivables and the different types of receivables • Explain Accounting issues related to recognition of accounts receivable • Explain accounting issues related to valuation of accounts receivable
8	• Explain accounting issues related to recognition of notes receivable • Explain accounting issues related to valuation of Notes Receivable • Explain accounting issues related to disposition of accounts and notes receivable Describe how to report and analyze receivables
9	• Identify major classifications of inventory • Distinguish between perpetual and periodic inventory systems • Identify the effects of inventory errors on the financial statements • Understand the items to include as inventory cost
10	• Describe and compare the cost flow assumptions used to account for inventory • Explain the significance and use of a LIFO reserve • Understand the effect of LIFO liquidations
11	• Explain the dollar-value LIFO method • Identify the major advantages and disadvantages of LIFO • Understand why companies select given inventory methods
12	• Describe and apply the lower of cost or market rules • Explain when companies use the relative sales value method to value inventory • Discuss accounting issues related to purchase commitments
13	• Determine ending inventory by applying the gross profit method • Determine ending inventory by applying the retail inventory method • Explain how to report and analyze inventory
14	*Review for Final*
15	**Final Exam**

Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.

Revised February 2016 mzt

Career Portfolio for Workplace Skills Project

<u>*Components of the Intermediate Accounting I Career Portfolio Project:*</u>
The Project for ACC 201 will be to set up the business *Wild Water Sports, Incorporated* using the *QuickBooks, Pro*. Textbook. The student should complete the following items:

Page Number in *QuickBooks, Pro.*	**Item to Complete**
Pages 98-133	Set-up the business, Wild Water Sports
Pages 140-141	Continuation of Set-up
Pages 153-193	Completion of the January transactions
Print out reports	*Financial Reports to Print Out:* - General Ledgers for the month of January - Balance sheet standard as of January 31st - Profit-loss statement standard for the month of January - Transaction list by date for the month of January

Deadlines for the project:
>Week Two: Begin working on project
>Week Seven: Show completion of company accounts and payroll set-up
>Week 11: Show completion of transactions through January 31st
>**Week 14: Completed project Due with <u>ALL</u> transactions and <u>ALL</u> reports printed with two copies submitted each with a cover sheet**

<u>Career Portfolio Project Rubric:</u>

Item	**Points Worth**	**Student's Points**
33 Total Transactions	3 points per Transaction	
Any deductions for <u>NOT</u> printing out reports:	10 points reduction per Financial Report	
Total Points (out of 99):		

General Information about Composing a Case Analysis

In general, a case study analysis should be organized to deal with the following items:

1. Concise, chronological restatement of the history, background, and important facts of the situation.
2. Identification of major problem(s) and issues – clearly state what the problem(s) and issues are as you interpret the case.
3. Analysis of the problem(s) – list the factors contributing to the problem(s) you have identified; that is, identify why the problem exists.
4. Possible outcomes/solution(s) – State your recommendations for dealing with the problem(s) and issues you have identified.

Adapted from http://pages.towson.edu/aclardy/ORG%20BEH%20SYL.htm

Alternate Rubric for Evaluating Case Analysis
Case Analysis Evaluation   100 Points

	Above average	Average	Below average	Points
Proper Case Analysis Format (10 points)	Follows format successfully	Follows format most of the time	Does not follow format consistently	
Content – Analysis (35 points)	Gives own analysis beyond any study questions offered	Gives some analysis	Little to no analysis- only repeats case material	
Content – Support (30 points)	Offers concrete examples and relevant support	Needs more concrete examples and/or relevant support	Selects irrelevant or ineffective examples	
Organization- Effective, Persuasive (15 points)	Connects sentences and paragraphs logically to convey ideas clearly	Connects sentences/paragraphs logically on an inconsistent basis, but main ideas are discernible	Does not connect sentences/paragraphs logically – ideas are unclear	
Writing- Effective Style/Grammar/Mechanics (10 points)	Avoids irrelevant wordiness, jargon, clichés, and uses proper grammar, spelling, and punctuation. Uses professional tone.	Uses irrelevant wordiness, jargon, clichés. Need for more professional tone. Has several grammar, spelling, or punctuation errors.	Uses extensive wordy, redundant, and vague language. Overuses jargon and clichés. Makes numerous grammar, spelling, or punctuation errors.	

Adapted from www.cpcc.edu/learningcollege/learning-outcomes/rubrics/rubric_for_case_studies.doc

The use of http://www.plagiarismchecker.com/ was used on this assignment: Yes____No____

MIDTERM

Professionalism Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points ————/100 points

Student's Signature: _____   Date: _____

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FINAL

Professionalism Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
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Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points _____/100 points

10

Elmira Business Institute
Student Syllabus: Intermediate Accounting II (ACC202)

Prerequisites: Intermediate Accounting I (ACC201)   **Course Credits: 3**

Course Description

This course is designed to continue to expose students to advanced accounting theory. The course will include topics such as financial statement analysis. The aforementioned principle items are liabilities, contributed capital, and retained earnings. This course will use QuickBooks software to broaden the student's exposure to the advanced accounting theory and practice.

Student Learning Outcomes

Upon completion of this course, students will be able to:
* Use appropriate interest tables to solve time value of money problems
* Identify Basic time value concepts Analyze the various accounting issues relating to Long-Term Debt and identify use of proper accounting for Long-Term Debt and interest expense
* Distinguish between the various equity issues involving capitalization of a corporation and properly record the capitalization.
* Analyze the effect of Treasury Stock purchases on the financial statements
* Demonstrate an understanding of the effect of alternatives available to management in regards to dividends
* Determine the proper allocation of costs and expenses relating to acquisition of plant assets and other major expenditures
* Analyze and record the effects of disposal and exchange of Plant assets
* Analyze the effect on earnings per share of stock option plans and issuance of convertible securities
* Identify the categories of debt and equity securities and their treatment on the financial statements
* Describe and apply the revenue recognition principle
* Discuss how temporary differences in taxes result and are accounted for
* Use QuickBooks Pro 2013 software to record business transactions and create financial statements

Career Portfolio for Workplace Skills Program

Your Career Portfolio for Workplace Skills material demonstrates your competency and skills in your chosen career field. The completed portfolio will allow you to present examples of abilities and relevant skills to prospective employers as evidence of career readiness.

Individual Career Portfolio course projects must be saved to be added to your on-line portfolio that will be created in Career Placement Seminar. It is your responsibility to keep these projects safe and secure.

Career Portfolio for Workplace Skills Project for ACC 202

Each Student will continue with the business named *Wild Water Sports* created in Intermediate Accounting I using information from the *QuickBooks Pro 2013* workbook into the compatible software.

Required Course Texts & Course Materials

Kieso, Donald E., Terry D. Warfield, and Jerry J. Weygandt. *2014 FASB Update Intermediate Accounting*. 15th ed. Vol. 2. Hoboken: John Wiley & Sons, 2012. Print.
        (ISBN: 9781118985328)

Supplemental educational learning materials may include and are not limited to

Websites containing the Annual Reports of the Procter and Gamble Company.
Websites containing the Annual Reports of the Coco-Cola Company
Websites containing the Annual Reports of the Pepsico, Inc. Company

Assessment

Assignments and projects will be evaluated on a standard grading rubric. Practical and written examinations will be graded according to content; (multiple choice, fill-in-the blank, short answer, and/or practicum).

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Evaluation

Assessment Type	% of Grade
Attendance/Professionalism	15%
Chapter Tests	45%
Career Portfolio Project	10%
Homework	10%
Final Examination	20%
Total	**100%**

Grading Scheme

Numerical Average	Letter Grade	Quality Points
95-100	A	4.0
90-94	A-	3.7
86-89	B+	3.3
83-85	B	3.0
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73-75	C	2.0
70-72	C-	1.7
68-69	D+	1.3
66-67	D	1.0
65	D-	0.7
0-64	F	0.0
Withdraw/Failing	W/F	0.0
Withdraw	W	----
Incomplete	I	----
Test Out	TO	----
Transfer of Credit	T	----

Course Policies

Behavioral Standards
Students are expected to abide by all public laws; to comply with the regulations and policies of the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. Respect for others in terms of language, demeanor, and attention to others while they are speaking is expected.

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students. Along with the portfolio, one of the first questions a potential employer will ask the Career Services representative about is student attendance. Your attendance in the classroom directly represents your quality of potential work.

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Please keep in mind that plagiarism includes:
* Copying another person's work and claiming credit for it
* Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source whether or not it is a direct quotation
* Incorrectly citing a source
* Failing to use quotation marks for a direct quote
* Improperly paraphrasing—both the words and the structure of your writing must differ from your source

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Academic Support

Tutoring
Tutoring is available at a variety of times throughout the week. Please see the instructor for tutoring availability each week.

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Course Schedule

Lesson#	*Topic(s)*
1	• Introduce Visions Project • Identify Time value of money concept accounting topics • Distinguish between simple and compound interest • Use compound interest tables • Identify variables involved in solving interest problems • Solve future and present value problems • Solve annuity present and future value problems • Relate Bonds to present value problems • Apply expected cash flows to present value measurement
2	• Describe procedures for issuing long-term debt • Identify issues dealing with types of Bonds • Describe the accounting valuation for bonds at date of issuance
3	• Apply the methods of amortization of bond discount and premium • Describe the accounting for extinguishment of debt • Explain the accounting for long-term notes payable • Explain the reporting of off balance sheet financing • Indicate how to present and analyze long-term debt
4	• Discuss the characteristics of the corporate form of organization • Identify the key components of Stockholders equity • Explain the accounting procedures for issuance of stock

5	• Describe and explain the accounting for Treasury Stock • Explain the accounting for and reporting of preferred stock • Describe the policies used in distributing dividends • Identify the various forms of dividends • Explain the accounting for stock dividends and stock splits • Indicate how to present and analyze stockholders equity
6	• Describe property plant and equipment • Identify costs included in initial valuation of plant assets • Describe the accounting problems associated with self constructed assets • Describe accounting issues related to acquiring and valuing plant assets
7	• Describe the accounting treatment for costs subsequent to acquisition • Describe the accounting treatment for disposal of plant assets • Describe the accounting for the issuance, conversion and retirement of convertible securities
8	• Explain the accounting for convertible preferred stocks • Contrast the accounting for stock warrants and for warrants issued with other securities • Describe the accounting for stock compensation plans under GAAP
9	• Discuss the controversy involving stock compensation plans • Compute EPS in a simple capital structure • Compute EPS in a complex capital structure • Identify the 3 categories of debt securities • Describe the accounting and treatment of the categories of debt securities
10	• Understand the procedures for discount and premium amortization • Identify categories of equity securities • Describe the accounting and reporting of equity securities • Explain the equity method and compare it to the fair value method for equity securities • Describe the accounting for the fair value method • Discuss the accounting for impairments of debt and equity investments • Explain why companies report classification adjustments • Describe the accounting for transfer of investment securities between categories
11	• Apply the revenue recognition principle • Describe accounting issues for revenue recognition at point of sale • Apply the percentage of completion method for long-term contracts • Apply the completed contract method for long-term contracts • Identify the proper accounting for losses on long-term contracts • Describe the installment sales method of accounting • Explain the cost recovery method of accounting

12	• Identify differences between pretax financial income and taxable income
	• Describe a temporary difference that results in future taxable amounts
	• Describe a temporary difference that results in future deductible amounts
	• Explain the purpose of a deferred tax asset valuation allowance
13	• Describe the presentation of income tax expense in the income statement
	• Describe various temporary and permanent differences
	• Explain the effect of various tax rates and tax rate changes on deferred income taxes
	• Apply accounting procedures for a loss carryback and a loss carryforward
14	***Review for Final Exam***
15	**Review and Final Exam**

Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.

Revised February 2016 mzt

Career Portfolio for Workplace Skills Project

Each Student will continue with the business named *Wild Water Sports* created in Intermediate Accounting I using information from the *QuickBooks Pro 2013* workbook into the compatible software. The student will record Business Events on pages 199-202; 233-259; and 264-67.

The student is required to submit two hard copies of the following *Financial Reports* for each of the three months of transactions recorded:
- Profit and Loss for each month at month end
- Balance Sheet at month end for each month
- Transaction List by Date for each month

<u>*Rubric for Career Portfolio Project*</u>
One point will be deducted for each incorrect line on the Transaction List by Date for each month and five points will be deducted for each missing report.
Checkpoints are as follows: (The instruction will supply the dates for the following check points.)
- February transactions to be completed
- March transactions to be completed
- Deadline for Completion of project

Item	Points Worth	Student's Points
99 Total Transactions	1 point per Transaction	
Any deductions for <u>NOT</u> printing out reports:	5 points reduction per Financial Report	
Total Points (out of 99):		

General Information about Composing a Case Analysis

In general, a case study analysis should be organized to deal with the following items:
1. Concise, chronological restatement of the history, background, and important facts of the situation.
2. Identification of major problem(s) and issues – clearly state what the problem(s) and issues are as you interpret the case.
3. Analysis of the problem(s) – list the factors contributing to the problem(s) you have identified; that is, identify why the problem exists.
4. Possible outcomes/solution(s) – State your recommendations for dealing with the problem(s) and issues you have identified.

Adapted from http://pages.towson.edu/aclardy/ORG%20BEH%20SYL.htm

Alternate Rubric for Evaluating Case Analysis
Case Analysis Evaluation   100 Points

	Above average	Average	Below average	Points
Proper Case Analysis Format (10 points)	Follows format successfully	Follows format most of the time	Does not follow format consistently	
Content – Analysis (35 points)	Gives own analysis beyond any study questions offered	Gives some analysis	Little to no analysis- only repeats case material	
Content – Support (30 points)	Offers concrete examples and relevant support	Needs more concrete examples and/or relevant support	Selects irrelevant or ineffective examples	
Organization- Effective, Persuasive (15 points)	Connects sentences and paragraphs logically to convey ideas clearly	Connects sentences/paragraphs logically on an inconsistent basis, but main ideas are discernible	Does not connect sentences/paragraphs logically – ideas are unclear	
Writing- Effective Style/Grammar/Mechanics (10 points)	Avoids irrelevant wordiness, jargon, clichés, and uses proper grammar, spelling, and punctuation. Uses professional tone.	Uses irrelevant wordiness, jargon, clichés. Need for more professional tone. Has several grammar, spelling, or punctuation errors.	Uses extensive wordy, redundant, and vague language. Overuses jargon and clichés. Makes numerous grammar, spelling, or punctuation errors.	

Adapted from www.cpcc.edu/learningcollege/learning-outcomes/rubrics/rubric_for_case_studies.doc

The use of http://www.plagiarismchecker.com/ was used on this assignment: Yes____No____

MIDTERM

Professionalism Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points   _____/100 points

Student's Signature: _____   Date: _____

FINAL

Professionalism **Rubric**

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points   _____/100 points

Elmira Business Institute
Student Syllabus: Cost Accounting (ACC210)

Prerequisites: Principles of Accounting II (ACC102)   **Course Credits: 3**

Course Description

This course is an introduction to the theory of cost accounting, including the job order, process, and standard cost systems. Emphasis is on calculations and report preparation that assist in managerial decisions; including statement of cost of goods sold, order point, economic order quantity, throughput time, inventory valuation, modified wage plans, fixed/variable costing and budgeting, application of overhead, unit cost, equivalent units, and the cost of production summary.

Student Learning Outcomes

Upon completion of this course, students will be able to:

- Understand and apply cost terminology
- Correctly classify the three elements of cost and understand/journalize cost flow
- Complete a Statement of Cost of Goods Manufactured and Income Statement from journal entries
- Describe the job-order cost system, the process cost system, and the standard cost system
- Calculate order point, economic order quantity, throughput time, and inventory value using average costing, FIFO, and LIFO
- Demonstrate an understanding Just-in-Time material control and back-flush costing
- Journalize entries for material, including the accounting for scrap and rework
- Calculate payroll earnings using a modified wage plan; calculate associated payroll taxes and vacation/holiday benefits. Journalize associated payroll entries, distribute to factory overhead and work in process.
- Classify expenses as fixed/variable, calculate variable rates using High-Low and Scattergraph methods, develop flexible budgets, and calculate distribution of service department expenses
- Apply overhead using the Direct Labor method, the Direct Labor Hour Method, the Machine Hour Method, and the Activity-based Costing Method
- Understand, prorate and journalize under and over applied factory overhead
- Calculate unit cost and equivalent units; allocate and journalize costs to Finished Goods and Work in Process, produce a Cost of Production Summary

Career Portfolio for Workplace Skills Program

Your Career Portfolio for Workplace Skills material demonstrates your competency and skills in your chosen career field. The completed portfolio will allow you to present examples of abilities and relevant skills to prospective employers as evidence of career readiness.

Individual Career Portfolio course projects must be saved to be added to your on-line portfolio that will be created in Career Placement Seminar. It is your responsibility to keep these projects safe and secure.

Career Portfolio for Workplace Skills Project for ACC210
The student will complete entire accounting cycle using the Hydro Paddle Boards simulation.

Required Course Texts & Course Materials

VanDerbeck, Edward. *Principles of Cost Accounting*. 17th ed. Mason: South-Western Cengage
     Learning. 2012. Print. (ISBN: 9781305087408)
Hortensi, José Luis. *Hydro Paddle Boards, Inc.*. Cengage Learning. 2016. Print
     (ISBN: 9781305671560)

Supplemental educational learning materials may include and are not limited to
To be supplied by the instructor.

Assessment

Assignments and projects will be evaluated on a standard grading rubric. Practical and written examinations will be graded according to content; (multiple choice, fill-in-the blank, short answer, and/or practicum).

The instructor will endeavor to return student work product by the next official class period whenever possible. Essay and/or research projects will be returned as soon as all class projects have been graded.

Student Homework Policy Statement
Elmira Business Institute (EBI) syllabi contain assignments in alignment with the federal government's definition of appropriate, assigned homework for each credit hour. For each one-credit hour of classroom or direct faculty instruction, two hours of out-of-class student work will be assigned. (For example: A three-credit course will include an average of six (6) hours of homework each week.). For classes with laboratory or clinical work, a three-credit, four-hour class will include an average of six (6) hours of homework each week. For externships, each credit hour will include an average of three (3) hours of homework per week. Assignments are directly relevant to course objectives and learning outcomes and are included at the end of the syllabi. Each assignment will be graded and recorded by the instructor.

Evaluation

Assessment Type	% of Grade
Attendance/Professionalism	15%
Chapter Tests	45%
Homework	10%
Career Portfolio Project	10%
Comprehensive Final Examination	20%
Total	**100%**

Grading Scheme

Numerical Average	Letter Grade	Quality Points
95-100	A	4.0
90-94	A-	3.7
86-89	B+	3.3
83-85	B	3.0
80-82	B-	2.7
76-79	C+	2.3
73-75	C	2.0
70-72	C-	1.7
68-69	D+	1.3
66-67	D	1.0
65	D-	0.7
0-64	F	0.0
Withdraw/Failing	W/F	0.0
Withdraw	W	----
Incomplete	I	----
Test Out	TO	----
Transfer of Credit	T	----

Course Policies

Behavioral Standards

Students are expected to abide by all public laws; to comply with the regulations and policies of the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. Respect for others in terms of language, demeanor, and attention to others while they are speaking is expected.

The College reserves the right to dismiss or suspend students for conduct which impedes, disrupts, or interferes with the orderly and continuous administration and operation of the College or any unit of the College. Attending EBI is not a right; it is a privilege.

As a part of its mission to prepare students for careers in the business and healthcare world, EBI requires students to dress in a manner that will create a positive self-image. Inappropriately dressed students may not be permitted to attend classes. Students in College externships are required to follow the participating organization's dress code.

No cell phone use or Internet access is allowed in the classroom unless permission is granted by the instructor and usage is course appropriate.

No eating or drinking in EBI's classroom laboratories (medical, business or technology), Library and Academic Achievement Center.

Attendance Policy

Attendance is mandatory and will be used when calculating participation/attendance. Class will begin promptly. Students who are late or absent are responsible to obtain lecture notes, assignments, and announcements after class, so as not to interfere with class time, or the work of fellow

students. Along with the portfolio, one of the first questions a potential employer will ask the Career Services representative about is student attendance. Your attendance in the classroom directly represents your quality of potential work.

Students who do not attend classes after missing 14 consecutive calendar days or who fail to attend classes on a regular basis will be administratively dropped by the college. Since attendance is also used to verify enrollment for financial aid purposes, it is important that students attend classes on a regular basis to avoid loss of financial aid eligibility (student loans) and federal and state grants.

Make-Up Policy
When a student is absent, that student is responsible for making up missed class work. Make-up tests or quizzes *may* be offered at the *instructor's discretion* via ONE-STOP at the Library, and it is the student's responsibility to arrange a time at the librarian's convenience. One-Stop tests and quizzes must be taken within one week of the date of absence; failure to make up work, quizzes, or exams in a timely manner may result in a 0 grade. There is no charge for make-up work.

Students will not be allowed to make up the Midterm or Final Examination for the course. Midterm or Final Examinations may only be made up with approval from the Campus Director/Dean and appropriate documentation.

Academic Integrity/Plagiarism Rules
Elmira Business Institute is committed to supporting its mission to provide an educational experience designed to develop professional competencies including developing habits of personal and professional integrity. The College expects all members of its community—students, faculty, and staff—to act honestly in all situations. Actions of Academic Dishonesty will not be tolerated. Academic Dishonesty "is any form of cheating and plagiarism which results in students giving or receiving unauthorized assistance in an academic assignment or receiving credit for work which is not their own." All students are expected to agree to a pledge of honesty concerning their academic work, and faculty is expected to maintain the standards of that code. If you think it may be cheating, it probably is.

Please keep in mind that plagiarism includes:
- Copying another person's work and claiming credit for it
- Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source whether or not it is a direct quotation
- Incorrectly citing a source
- Failing to use quotation marks for a direct quote
- Improperly paraphrasing—both the words and the structure of your writing must differ from your source

Students will be given a complete policy the first day of class to review and sign.
For questions about plagiarism or assistance at any part of the writing process, please visit the Academic Achievement Center or Library.

Academic Support

Tutoring

Tutoring is available at a variety of times throughout the week. Please see the instructor for tutoring availability each week.

Academic Achievement Center

The Academic Achievement Center (AAC) hours are posted outside the door. The AAC Lab is the first stop for help for assignments, study skills, or writing for any course.

Academic Advising/Mentoring

Academic Advising/Mentoring is provided to each student throughout the semester. Staff or Faculty Mentors can facilitate student access to learning resources and answer basic questions regarding EBI academic programs and policies.

The Library

The Library supports the academic programs of the College and offers technology to assist student research in databases and on the Internet. A Librarian is available to assist in research and navigating our resources. Use the Library catalog (http://ebi.scoolaid.net/bin/home) to search for a book in the library, access databases and e-books, and find reference tools. Information is also available about community resources, including scholarships, part-time employment, child care, and transportation.

Course Schedule

Lesson#	Topic(s)
1	*Introduction to Cost Accounting* • Explain the uses of cost accounting information • Describe the ethical responsibilities and certification requirements for management accountants, as well as corporate governance • Describe the relationship of cost accounting to financial and management accounting • Illustrate basic cost accounting procedures • Distinguish between the two basic types of cost accounting systems • Illustrate a job order cost system
2	*Accounting for Materials* • Recognize the two basic aspects of materials control • Specify internal control procedures for materials • Account for materials and relate materials accounting to the general ledger
3	*Accounting for Materials* • Account for inventories in a just-in-time (lean production) system • Account for scrap materials, spoiled goods, and defective work

4	*Accounting for Labor* • Distinguish between the features of hourly rate and piece-rate plans • Specify procedures for controlling labor costs • Account for labor costs and payroll taxes
5	*Accounting for Labor* • Prepare accruals for payroll earnings and taxes • Account for special problems in labor costing
6	*Accounting for Factory Overhead* • Identify cost behavior patterns • Separate semi-variable costs into variable and fixed components • Prepare a budget for factory overhead costs • Account for actually factory overhead
7	*Accounting for Factory Overhead* • Distribute service department factory overhead costs to production departments • Apply factory overhead using predetermined rates • Account for actual and applied factory overhead
8	*Process Cost Accounting- General Procedures* • Recognize the differences between job order and process cost accounting systems • Compute unit costs in a process cost system • Assign costs to inventories, using equivalent units of production with the average cost method • Prepare a cost of production summary and journal entries for one department with no beginning inventory • Prepare a cost of production summary and journal entries for one department with beginning inventory
9	*Process Cost Accounting- General Procedures* • Prepare a cost of production summary and journal entries for multiple departments with no beginning inventory • Prepare a cost of production summary and journal entries for multiple departments with beginning inventory • Prepare a cost of production summary with a change in the prior department's unit transfer cost

10	*Process Cost Accounting- Additional Procedures; Accounting for Joint Product and By-Products* • Compute unit costs when materials are not added uniformly throughout the process • Account for units lost in the production process • Account for units gained in the production process • Assign costs to inventories, using the first-in, first-out method • Identify the methods used to apportion joint costs to joint products and account for by-products
11	*The Master Budget and Flexible Budgeting* • Explain the general principles involved in the budgeting process • Identify and prepare the components of the master budget • Identify and prepare components of the flexible budget • Explain the procedures to determine standard amounts of factory overhead at different levels of production
12	*Standard Cost Accounting- Materials, Labor, and Factory Overhead* • Describe the different standards used in determining standard costs • Determine procedures for recording standard costs • Compute and analyze variances • Prepare journal entries to record variances • Examine and interpret variances • Recognize the features of a standard cost system • Account for standard costs in a departmentalized factory • Distinguish between actual and applied factory overhead • Compute variances using the two-variance method • Compute variances using the four-variance method • Compute variances using the three-variance method
13	*Cost Analysis for Management Decision Making* • Compute net income under variable and absorption costing • Discuss the merits and limitations of variable costing • Define segment profitability and distinguish between direct and indirect costs • Compute the break-even point and the target volume needed to earn a certain profit • Calculate the contribution margin ratio and the margin of safety ratio • Discuss the impact of income tax on break-even computations • Use differential analysis to make special decisions • Identify techniques for analyzing and controlling distribution costs

14	**Finalize and submit Career Skills for the Workplace Project** **Review for Final Examination**
15	**Final Examination**

Please note: Changes to the lessons may be made at the discretion of the instructor
throughout the semester.

Revised February 2016 mzt

General Information about Composing a Case Analysis

In general, a case study analysis should be organized to deal with the following items:
1. Concise, chronological restatement of the history, background, and important facts of the situation.
2. Identification of major problem(s) and issues – clearly state what the problem(s) and issues are as you interpret the case.
3. Analysis of the problem(s) – list the factors contributing to the problem(s) you have identified; that is, identify why the problem exists.
4. Possible outcomes/solution(s) – State your recommendations for dealing with the problem(s) and issues you have identified.

Adapted from http://pages.towson.edu/aclardy/ORG%20BEH%20SYL.htm

Alternate Rubric for Evaluating Case Analysis
Case Analysis Evaluation   100 Points

	Above average	Average	Below average	Points
Proper Case Analysis Format (10 points)	Follows format successfully	Follows format most of the time	Does not follow format consistently	
Content – Analysis (35 points)	Gives own analysis beyond any study questions offered	Gives some analysis	Little to no analysis- only repeats case material	
Content – Support (30 points)	Offers concrete examples and relevant support	Needs more concrete examples and/or relevant support	Selects irrelevant or ineffective examples	
Organization- Effective, Persuasive (15 points)	Connects sentences and paragraphs logically to convey ideas clearly	Connects sentences/paragraphs logically on an inconsistent basis, but main ideas are discernible	Does not connect sentences/paragraphs logically – ideas are unclear	
Writing- Effective Style/Grammar/Mechanics (10 points)	Avoids irrelevant wordiness, jargon, clichés, and uses proper grammar, spelling, and punctuation. Uses professional tone.	Uses irrelevant wordiness, jargon, clichés. Need for more professional tone. Has several grammar, spelling, or punctuation errors.	Uses extensive wordy, redundant, and vague language. Overuses jargon and clichés. Makes numerous grammar, spelling, or punctuation errors.	

Adapted from www.cpcc.edu/learningcollege/learning-outcomes/rubrics/rubric_for_case_studies.doc

The use of http://www.plagiarismchecker.com/ was used on this assignment: Yes____No_____

MIDTERM

Professionalism Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points   _____/100 points

Student's Signature: _____   Date: _____

10

FINAL

Professionalism   Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points   _____/100 points

11

Elmira Business Institute
Student Syllabus: Income Tax (ACC220)

Prerequisites: Principles of Accounting I (ACC101)   **Course Credits: 3**

Course Description

This tax course introduces students to basic tax principles that are designed to meet specific economic and social goals. The course assignments show students how the tax law is executed while they complete thirty-plus individual tax returns. Upon successful completion of this course, the students will be able to prepare individual tax returns dealing with various sources of income and expenses while leaving a clear, concise audit trail and be able to offer tax-planning advice to individual taxpayers.

Student Learning Outcomes

Upon completion of this course, students will be able to:
- Describe entities subject to tax and utilize the tax formula correctly
- Determine the tax treatment for significant elements of gross income
- Understand and apply passive income and loss rules, as well as appropriate tax treatment for retirement plans
- Demonstrate an understanding of self-employment income and deductions
- Develop an understanding of itemized deductions enabling the completion of a Schedule A
- Understand and calculate tax credits
- Account for capital gains and losses
- Understand employer reporting requirements and prepare a 941, 940, W-2, W-4, and 1040-ES
- Understand the Internal Revenue Service structure, audit process, and rulings that apply to tax practitioners
- Complete complex returns for individual taxpayers and self-employed individuals demonstrating the mastery of information literacy as it applies to income tax terminology

Career Portfolio for Workplace Skills Program

Your Career Portfolio for Workplace Skills material demonstrates your competency and skills in your chosen career field. The completed portfolio will allow you to present examples of abilities and relevant skills to prospective employers as evidence of career readiness.
Individual Career Portfolio course projects must be saved to be added to your on-line portfolio that will be created in Career Placement Seminar. It is your responsibility to keep these projects safe and secure.

Career Portfolio for Workplace Skills Project for ACC220
The Career Portfolio for Workplace Project for this course will be the completion of a pro-gressive simulation allowing the student to prepare 1040 Forms and appropriate schedules.

Required Course Texts & Course Materials

Whittenburg, Gerald E. and Martha Altas-Buller. *Income Tax Fundamentals 2015*. Australia: South-Western/Cengage Learning, 2015. Print. (ISBN: 13-9781285439525)

Supplemental educational learning materials may include and are not limited to
        IRS website using Publications 521 and 463

Assessment

Assignments and projects will be evaluated on a standard grading rubric. Practical and written examinations will be graded according to content; (multiple choice, fill-in-the blank, short answer, and/or practicum).

The instructor will endeavor to return student work product by the next official class period whenever possible. Essay and/or research projects will be returned as soon as all class projects have been graded.

Student Homework Policy Statement

Elmira Business Institute (EBI) syllabi contain assignments in alignment with the federal government's definition of appropriate, assigned homework for each credit hour. For each one-credit hour of classroom or direct faculty instruction, two hours of out-of-class student work will be assigned. (For example: A three-credit course will include an average of six (6) hours of homework each week.). For classes with laboratory or clinical work, a three-credit, four-hour class will include an average of six (6) hours of homework each week. For externships, each credit hour will include an average of three (3) hours of homework per week. Assignments are directly relevant to course objectives and learning outcomes and are included at the end of the syllabi. Each assignment will be graded and recorded by the instructor.

Evaluation

Assessment Type	% of Grade
Attendance/Professionalism	15%
Chapter Tests	45%
Homework	10%
Career Portfolio Project	10%
Comprehensive Final Examination	20%
Total	100%

Grading Scheme

Numerical Average	Letter Grade	Quality Points
95-100	A	4.0
90-94	A-	3.7
86-89	B+	3.3
83-85	B	3.0
80-82	B-	2.7
76-79	C+	2.3
73-75	C	2.0
70-72	C-	1.7
68-69	D+	1.3
66-67	D	1.0
65	D-	0.7
0-64	F	0.0

Numerical Average	Letter Grade	Quality Points
Withdraw/Failing	W/F	0.0
Withdraw	W	----
Incomplete	I	----
Test Out	TO	----
Transfer of Credit	T	----

Course Policies

Behavioral Standards

Students are expected to abide by all public laws; to comply with the regulations and policies of the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. Respect for others in terms of language, demeanor, and attention to others while they are speaking is expected.

The College reserves the right to dismiss or suspend students for conduct which impedes, disrupts, or interferes with the orderly and continuous administration and operation of the College or any unit of the College. Attending EBI is not a right; it is a privilege.

As a part of its mission to prepare students for careers in the business and healthcare world, EBI requires students to dress in a manner that will create a positive self-image. Inappropriately dressed students may not be permitted to attend classes. Students in College externships are required to follow the participating organization's dress code.

No cell phone use or Internet access is allowed in the classroom unless permission is granted by the instructor and usage is course appropriate.

No eating or drinking in EBI's classroom laboratories (medical, business or technology), Library and Academic Achievement Center.

Attendance Policy

Attendance is mandatory and will be used when calculating participation/attendance. Class will begin promptly. Students who are late or absent are responsible to obtain lecture notes, assignments, and announcements after class, so as not to interfere with class time, or the work of fellow students. Along with the portfolio, one of the first questions a potential employer will ask the Career Services representative about is student attendance. Your attendance in the classroom directly represents your quality of potential work.

Students who do not attend classes after missing 14 consecutive calendar days or who fail to attend classes on a regular basis will be administratively dropped by the college. Since attendance is also used to verify enrollment for financial aid purposes, it is important that students attend classes on a regular basis to avoid loss of financial aid eligibility (student loans) and federal and state grants.

Make-Up Policy

When a student is absent, that student is responsible for making up missed class work. Make-up tests or quizzes *may* be offered at the *instructor's discretion* via ONE-STOP at the Library, and it

is the student's responsibility to arrange a time at the librarian's convenience. One-Stop tests and quizzes must be taken within one week of the date of absence; failure to make up work, quizzes, or exams in a timely manner may result in a 0 grade. There is no charge for make-up work.

Students will not be allowed to make up the Midterm or Final Examination for the course. Mid-term or Final Examinations may only be made up with approval from the Campus Director/Dean and appropriate documentation.

Academic Integrity/Plagiarism Rules
Elmira Business Institute is committed to supporting its mission to provide an educational experience designed to develop professional competencies including developing habits of personal and professional integrity. The College expects all members of its community—students, faculty, and staff—to act honestly in all situations. Actions of Academic Dishonesty will not be tolerated. Academic Dishonesty "is any form of cheating and plagiarism which results in students giving or receiving unauthorized assistance in an academic assignment or receiving credit for work which is not their own." All students are expected to agree to a pledge of honesty concerning their academic work, and faculty is expected to maintain the standards of that code. If you think it may be cheating, it probably is.

Please keep in mind that plagiarism includes:
- Copying another person's work and claiming credit for it
- Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source whether or not it is a direct quotation
- Incorrectly citing a source
- Failing to use quotation marks for a direct quote
- Improperly paraphrasing—both the words and the structure of your writing must differ from your source

Students will be given a complete policy the first day of class to review and sign.
For questions about plagiarism or assistance at any part of the writing process, please visit the Academic Achievement Center or Library.

Academic Support
Tutoring
Tutoring is available at a variety of times throughout the week. Please see the instructor for tutoring availability each week.

Academic Achievement Center
The Academic Achievement Center (AAC) hours are posted outside the door. The AAC Lab is the first stop for help for assignments, study skills, or writing for any course.

Academic Advising/Mentoring
Academic Advising/Mentoring is provided to each student throughout the semester. Staff or Faculty Mentors can facilitate student access to learning resources and answer basic questions regarding EBI academic programs and policies.

The Library
The Library supports the academic programs of the College and offers technology to assist student research in databases and on the Internet. A Librarian is available to assist in research and navigating our resources. Use the Library catalog (http://ebi.scoolaid.net/bin/home) to search for a book in the library, access databases and e-books, and find reference tools. Information is also available about community resources, including scholarships, part-time employment, child care, and transportation.

Course Schedule

Lesson#	*Topic(s)*
1	The Individual Income Tax Return • Understand the history and objectives of U.S. tax law. • Describe the different entities subject to tax and reporting requirements • Understand and apply the tax formula for individuals. • Identify individuals who must file tax returns and select their correct filing status. • Calculate the number of exemptions and the exemption amounts for taxpayers. • Compute basic capital gains and losses. • Access and use various Internet tax resources.
2	Gross Income • Understand and apply the definition of gross income. • Determine the tax treatment of significant elements of gross income such as interest, dividends, alimony, and prizes. • Calculate the taxable and nontaxable portions of annuity payments.
3	Exclusions • Understand the tax rules for significant exclusions from gross income including life insurance benefits, inheritances, scholarships, health insurance benefits, meals, and lodging, municipal bond interest, and fringe benefits. • Apply the rules governing inclusion of Social Security payments as income.
4	Business Income and Expenses, Part I • Apply the tax rules for rental property and vacation homes. • Explain the treatment of passive income and losses. • Identify the tax treatment of various deductions for adjusted gross income, including bad debts, cost of goods sold, and net operating losses.

5	Business Income and Expenses, Part I • Understand the treatment of Individual Retirement Accounts (IRAs • Explain the general contribution rules for Keogh and Simplified Employee • Pension (SEP) plans. • Describe the general rules for qualified retirement plans and 401(k) plans. • Explain the pension plan rollover rules.
6	Business Income, and Expenses, Part II • Classify self-employed and employee expense deductions for adjusted gross income and from adjusted gross income. • Identify the requirements for deducting travel and transportation expenses and be able to complete Form 2106. • Ascertain when a home office deduction may be claimed and how the deduction is computed. • Determine the requirements for claiming other common business expenses such as entertainment, education, uniforms, and business gifts.
7	Business Income and Expenses, Part II • Complete a basic Schedule C (Profit or Loss from Business). • Understand the special rules applicable to moving expenses. • Apply the factors used to determine whether an activity is a hobby, and understand the tax treatment of hobby losses.
8	**Midterm** Itemized Deductions and Other Incentives • Understand the nature and treatment of medical expenses. • Calculate the itemized deduction for taxes. • Apply the rules for an individual taxpayer's interest deduction. • Determine the charitable contributions deduction. • Compute the deduction for casualty and theft losses. • Identify miscellaneous itemized deductions. • Understand the basic theory behind the itemized deduction and exemption phase-outs for high-income taxpayers for years prior to and subsequent to 2010. • Understand the tax implications of using educational savings vehicles.
9	Credits and Special Taxes • Calculate the child tax credit. • Determine the earned income credit (EIC). • Compute the child and dependent care credit for an individual taxpayer. • Apply the special rules applicable to the American Opportunity and lifetime learning credits.

10	Chapter 6: Credits and Special Taxes • Understand the operation of the foreign tax credit, the adoption credit, and the energy credits. • Understand the basic alternative minimum tax calculation. • Apply the rules for computing tax on the unearned income of minor children and certain students. • Distinguish between the different rules for married taxpayers residing in community property states when filing separate returns.
11	Capital Gains and Losses • Define the term "capital asset" and the holding period for long-term and short-term capital gains. • Calculate the gain or loss on the disposition of an asset. • Compute the tax on long-term and short-term capital assets. • Understand the treatment of Section 1231 assets and the various recapture rules. • Know the general treatment of casualty losses for both personal and business purposes. • Understand the provisions allowing deferral of gain on installment sales, like-kind exchanges, involuntary conversions, and the gain exclusion for personal residences.
12	Withholding, Estimated Payments, and Payroll Taxes • Compute the income tax withholding from employee wages. • Determine taxpayers' quarterly estimated payments. • Understand the FICA tax, the federal deposit system, and employer payroll reporting. • Calculate the self-employment tax (both Social Security and Medicare portions) • Compute the amount of FUTA tax for an employer. • Apply the special tax and reporting requirements for household employees (the nanny tax).
13	Tax Administration and Tax Planning • Identify the organizational structure of the IRS. • Understand the IRS audit process. • Define the common penalties for taxpayers and tax preparers and be able to apply them to specific situations. • Apply the general rule for the statute of limitations on tax returns and the general rule. • Describe the rules that apply to tax practitioners and the Taxpayer Bill of Rights. • Understand the basic concepts of tax planning.

14	Finalize and submit Career Skills for the Workplace Project Review for Comprehensive Final exam
15	**Complete Comprehensive Final exam**

Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.

Revised February 2016 mzt

Career Portfolio Project Rubric

Item	Points Worth	Student's Points
100 Total Transactions	1point per Transaction	
Total Points (out of 100):		

General Information about Composing a Case Analysis

In general, a case study analysis should be organized to deal with the following items:

1. Concise, chronological restatement of the history, background, and important facts of the situation.
2. Identification of major problem(s) and issues – clearly state what the problem(s) and issues are as you interpret the case.
3. Analysis of the problem(s) – list the factors contributing to the problem(s) you have identified; that is, identify why the problem exists.
4. Possible outcomes/solution(s) – State your recommendations for dealing with the problem(s) and issues you have identified.

Adapted from http://pages.towson.edu/aclardy/ORG%20BEH%20SYL.htm

Alternate Rubric for Evaluating Case Analysis
Case Analysis Evaluation   100 Points

	Above average	Average	Below average	Points
Proper Case Analysis Format (10 points)	Follows format successfully	Follows format most of the time	Does not follow format consistently	
Content – Analysis (35 points)	Gives own analysis beyond any study questions offered	Gives some analysis	Little to no analysis- only repeats case material	
Content – Support (30 points)	Offers concrete examples and relevant support	Needs more concrete examples and/or relevant support	Selects irrelevant or ineffective examples	
Organization- Effective, Persuasive (15 points)	Connects sentences and paragraphs logically to convey ideas clearly	Connects sentences/paragraphs logically on an inconsistent basis, but main ideas are discernible	Does not connect sentences/paragraphs logically – ideas are unclear	
Writing- Effective Style/Grammar/Mechanics (10 points)	Avoids irrelevant wordiness, jargon, clichés, and uses proper grammar, spelling, and punctuation. Uses professional tone.	Uses irrelevant wordiness, jargon, clichés. Need for more professional tone. Has several grammar, spelling, or punctuation errors.	Uses extensive wordy, redundant, and vague language. Overuses jargon and clichés. Makes numerous grammar, spelling, or punctuation errors.	

Adapted from www.cpcc.edu/learningcollege/learning-outcomes/rubrics/rubric_for_case_studies.doc

The use of http://www.plagiarismchecker.com/ was used on this assignment: Yes_____No_____

MIDTERM

Professionalism Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points   _____/100 points

Student's Signature: _____   Date: _____

11

FINAL

Professionalism Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points   _____/100 points

Elmira Business Institute
Student Syllabus: Auditing (ACC221)

Prerequisites: **Principles of Accounting II (ACC102) or**
                    Intermediate Accounting I (ACC201)   **Course Credits: 3**

Course Description
This course will include discussions of current accounting and audit issues with a case study approach. The topics will include auditing standards in a public setting, the audit opinion formulation process, approaches to professional codes of ethics, the nature of risk, internal control over financial reporting, performing an integrated audit, and the framework for audit evidence.

Student Learning Outcomes
Upon completion of this course, students will be able to:
- Explain the need for a structured process by the auditing profession
- Explain how the regulatory actions address the causes of corporate governance failures
- Analyze professional audit judgments using a decision making framework
- Apply analytical procedures to identify areas having an elevated risk of misstatement in financial statements
- Apply the COSO Internal Control, Integrated Framework to evaluate the effectiveness of internal control
- Apply concepts of internal control and audit evidence

Career Portfolio for Workplace Skills Program
Your Career Portfolio for Workplace Skills material demonstrates your competency and skills in your chosen career field. The completed portfolio will allow you to present examples of abilities and relevant skills to prospective employers as evidence of career readiness.

Individual Career Portfolio course projects must be saved to be added to your on-line portfolio that will be created in Career Placement Seminar. It is your responsibility to keep these projects safe and secure.

Career Portfolio for Workplace Skills Project for ACC221
The student will complete an integrated Project using the text entitled, *Comprehensive Assurance and Systems Tool: An Integrated Practice Set.* The student will complete an "entire company audit" using the text. The Project will be graded on a case study bases using the Case Analysis Evaluation Rubric.

Required Course Texts & Course Materials
Arens, Alvin A., Randal J. Elder, and Mark S. Beasley. *Auditing and Assurance Services: An Integrated Approach*. 15th ed. Boston: Prentice Hall, 2014. Print. (ISBN: 9780133125634)
Ingraham, Laura R., Gregory J. Jenkins, and Laura R. Ingraham. *Comprehensive Assurance & Systems Tool: An Integrated Practice Set*. 3rd ed. Boston: Prentice Hall, 2014. Print. (ISBN: 9780133251968)

Supplemental educational learning materials may include and are not limited to
To be supplied by the instructor.

Assessment

Assignments and projects will be evaluated on a standard grading rubric. Practical and written examinations will be graded according to content; (multiple choice, fill-in-the blank, short answer, and/or practicum).

The instructor will endeavor to return student work product by the next official class period whenever possible. Essay and/or research projects will be returned as soon as all class projects have been graded.

Student Homework Policy Statement

Elmira Business Institute (EBI) syllabi contain assignments in alignment with the federal government's definition of appropriate, assigned homework for each credit hour. For each one-credit hour of classroom or direct faculty instruction, two hours of out-of-class student work will be assigned. (For example: A three-credit course will include an average of six (6) hours of homework each week.). For classes with laboratory or clinical work, a three-credit, four-hour class will include an average of six (6) hours of homework each week. For externships, each credit hour will include an average of three (3) hours of homework per week. Assignments are directly relevant to course objectives and learning outcomes and are included at the end of the syllabi. Each assignment will be graded and recorded by the instructor.

Evaluation

Assessment Type	% of Grade
Attendance/Professionalism	15%
Chapter Tests	45%
Homework	10%
Career Portfolio Project	10%
Comprehensive Final Examination	20%
Total	100%

Grading Scheme

Numerical Average	Letter Grade	Quality Points
95-100	A	4.0
90-94	A-	3.7
86-89	B+	3.3
83-85	B	3.0
80-82	B-	2.7
76-79	C+	2.3
73-75	C	2.0
70-72	C-	1.7
68-69	D+	1.3
66-67	D	1.0
65	D-	0.7

Numerical Average	Letter Grade	Quality Points
0-64	F	0.0
Withdraw/Failing	W/F	0.0
Withdraw	W	----
Incomplete	I	----
Test Out	TO	----
Transfer of Credit	T	----

Course Policies

Behavioral Standards

Students are expected to abide by all public laws; to comply with the regulations and policies of the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. Respect for others in terms of language, demeanor, and attention to others while they are speaking is expected.

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No cell phone use or Internet access is allowed in the classroom unless permission is granted by the instructor and usage is course appropriate.

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Attendance is mandatory and will be used when calculating participation/attendance. Class will begin promptly. Students who are late or absent are responsible to obtain lecture notes, assignments, and announcements after class, so as not to interfere with class time, or the work of fellow students. Along with the portfolio, one of the first questions a potential employer will ask the Career Services representative about is student attendance. Your attendance in the classroom directly represents your quality of potential work.

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Students will not be allowed to make up the Midterm or Final Examination for the course. Mid-term or Final Examinations may only be made up with approval from the Campus Director/Dean and appropriate documentation.

Academic Integrity/Plagiarism Rules
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Please keep in mind that plagiarism includes:
* Copying another person's work and claiming credit for it
* Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source whether or not it is a direct quotation
* Incorrectly citing a source
* Failing to use quotation marks for a direct quote
* Improperly paraphrasing—both the words and the structure of your writing must differ from your source

Students will be given a complete policy the first day of class to review and sign.
For questions about plagiarism or assistance at any part of the writing process, please visit the Academic Achievement Center or Library.

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Tutoring
Tutoring is available at a variety of times throughout the week. Please see the instructor for tutoring availability each week.

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Course Schedule

Lesson#	Topic(s)
1	*Auditing: Integral to the Economy* • Introduction to the Public Accounting Profession • Audit Standards Setting in the Public Accounting Profession • An Overview of the Audit Opinion Formulation Process
2	• Other Assurance and Attestation Services Provided by Public Accounting Firms • Other Auditing Professions *Corporate Governance and Audits* • What is Corporate Governance? • Role of Audit Committees • Corporate Governance and The Audit
3	*Judgmental and Ethical Decision-Making Frameworks and Associated Professional Standards* • Introduction • A General Decision-Making Framework • An Ethical Decision-Making Framework
4	• The Sarbanes-Oxley Act of 2002 as a Reaction to Ethical Lapses • Approaches to Professional Codes of Ethics • Further Considerations regarding Auditor Independence
5	• The role of Professional Skepticism in Auditors' Judgments • *Ford and Toyota Case*, pg. 122
6	*Audit Risk, Business Risk, and Audit Planning* • Nature of Risk • Managing Engagement Risk through Client Acceptance and Retention Decisions. • Managing Audit Risk

7	• Planning the Audit Using the Audit Risk Model • Implementing the Audit Risk Approach • Preliminary Financial Statement Review • *Ford and Toyota Case*, pg. 186
8	*Midterm* *Internal Control over Financial Reporting* • Importance of Internal Control to Financial Statement Audits • COSO: A Framework for Internal Control
9	• Management Evaluation of Internal Controls • Auditor Evaluation of Internal Controls • *Ford and Toyota Case*, pg. 265
10	*Performing an Integrated Audit* • Auditing Standards for the Integrated Audit • Audit Reports on Internal Control over Financial Reporting
11	• Steps in an Integrated Audit • Integrated Audit Example: Judging the severity of control deficiencies and implications for the Financial Statement Audit
12	*Chapter 7: A Framework for Audit Evidence* • Overview of the Audit Evidence Framework • Assertion Model for Financial Statement Audits • The Economics of Gathering Appropriate, Sufficient Evidence
13	• Nature of Audit Testing • Audit Procedures • Audit Programs and Documenting Audit Evidence
14	*Tools Used in Gathering Audit Evidence* • Overview of Tools to Gather Audit Evidence • Gathering Sample Evidence about Control Effectiveness • Using Sampling to Gather Evidence about misstatements in Account Balances and Assertions • Using Generalized Audit Software to Obtain Evidence • Using Substantive Analytical Procedures to Gather Evidence about Accounts and Assertions
15	**Review Material and Final Examination**

Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.

Revised February 2016 mzt

General Information about Composing a Case Analysis

In general, a case study analysis should be organized to deal with the following items:
1. Concise, chronological restatement of the history, background, and important facts of the situation.
2. Identification of major problem(s) and issues – clearly state what the problem(s) and issues are as you interpret the case.
3. Analysis of the problem(s) – list the factors contributing to the problem(s) you have identified; that is, identify why the problem exists.
4. Possible outcomes/solution(s) – State your recommendations for dealing with the problem(s) and issues you have identified.

Adapted from http://pages.towson.edu/aclardy/ORG%20BEH%20SYL.htm

Alternate Rubric for Evaluating Case Analysis
Case Analysis Evaluation   100 Points

	Above average	Average	Below average	Points
Proper Case Analysis Format (10 points)	Follows format successfully	Follows format most of the time	Does not follow format consistently	
Content – Analysis (35 points)	Gives own analysis beyond any study questions offered	Gives some analysis	Little to no analysis- only repeats case material	
Content – Support (30 points)	Offers concrete examples and relevant support	Needs more concrete examples and/or relevant support	Selects irrelevant or ineffective examples	
Organization- Effective, Persuasive (15 points)	Connects sentences and paragraphs logically to convey ideas clearly	Connects sentences/paragraphs logically on an inconsistent basis, but main ideas are discernible	Does not connect sentences/paragraphs logically – ideas are unclear	
Writing- Effective Style/Grammar/Mechanics (10 points)	Avoids irrelevant wordiness, jargon, clichés, and uses proper grammar, spelling, and punctuation. Uses professional tone.	Uses irrelevant wordiness, jargon, clichés. Need for more professional tone. Has several grammar, spelling, or punctuation errors.	Uses extensive wordy, redundant, and vague language. Overuses jargon and clichés. Makes numerous grammar, spelling, or punctuation errors.	

Adapted from www.cpcc.edu/learningcollege/learning-outcomes/rubrics/rubric_for_case_studies.doc

The use of http://www.plagiarismchecker.com/ was used on this assignment: Yes____No____

MIDTERM

Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points _____/100 points

Student's Signature: _____   Date: _____

8

FINAL

Professionalism   Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points   _____/100 points

9

Elmira Business Institute
Student Syllabus: Investments (ACC230)

Prerequisites: Principles of Accounting II (ACC102)   **Course Credits: 3**

Course Description

This course is an introduction to financial instruments and the markets in which they trade. The student will gain the basic knowledge for investment in the securities market.

Student Learning Outcomes

Upon completion of this course, students will be able to:
- Understand the value of financial planning and goal setting
- Analyze various investment instruments and opportunities
- Understand investment companies and their procedures
- Understand analysis of the basics of investment
- Define and analyze securities markets, stocks, bonds, and mutual bonds
- Define and plan an investment portfolio

Career Portfolio for Workplace Skills Program

Your Career Portfolio for Workplace Skills material demonstrates your competency and skills in your chosen career field. The completed portfolio will allow you to present examples of abilities and relevant skills to prospective employers as evidence of career readiness.

Individual Career Portfolio course projects must be saved to be added to your on-line portfolio that will be created in Career Placement Seminar. It is your responsibility to keep these projects safe and secure.

Career Portfolio for Workplace Skills Project for ACC230

Using the resources gained from the classroom, the student will develop a portfolio for an investor client. The student will complete the portfolio by:
- Explaining the importance of the individual's perception of efficient financial markets to his/her investment strategy.
- Identifying the financial goals and assets that will be the appropriate financial goals of the investment client.
- Construct an individual's balance sheet and cash budget for the investment client
- Determine the individual's net worth and/or estate at the present time and upon time of retirement.

Required Course Texts & Course Materials

Mayo, Herbert B.; Investments*: An Introduction*. 11th ed. Mason: Thomson South Western
        Cengage Learning, 2011. Print. (ISBN: 9781133935995)

Supplemental educational learning materials may include and are not limited to
"Articles on- line from ProQuest database: http://proquest.umi.com/pqdweb and other sites,
        educational videos, and/or guest speakers as assigned throughout the course.
Derivates and Alternative Investments. Boston, Mass: Pearson Custom Publ, 2009. Print.
        (ISBN: 9780558160227)

Equity and Fixed Income. Boston, Mass: Pearson Custom Publ, 2009. Print. (ISBN:
    9780558160210)
Wiedemer, David, Robert A. Wiedemer, and Cindy S. Spitzer. *Aftershock: Protect Yourself and
    Profit in the Next Global Financial Meltdown*. Hoboken, N.J: John Wiley & Sons, 2014.
    Print. (ISBN: 9780470481561)
Pond, Jonathan D. *Grow Your Money!: 101 Easy Tips to Plan, Save, and Invest*. New York, NY:
    Collins, 2008. Print. (ISBN: 9780061121401)

Assessment

Essay assignments and research projects will be evaluated on a standard grading rubric. Written
examinations will be graded according to content (multiple choice, fill-in-the blank, short
answer, and/or essay).

The instructor will endeavor to return student work product by the next official class period
whenever possible. Essay and/or research projects will be returned as soon as all class projects
have been graded.

Student Homework Policy Statement

Elmira Business Institute (EBI) syllabi contain assignments in alignment with the federal gov-
ernment's definition of appropriate, assigned homework for each credit hour. For each one-
credit hour of classroom or direct faculty instruction, two hours of out-of-class student work will
be assigned. (For example: A three-credit course will include an average of six (6) hours of
homework each week.). For classes with laboratory or clinical work, a three-credit, four-hour
class will include an average of six (6) hours of homework each week. For externships, each
credit hour will include an average of three (3) hours of homework per week. Assignments are
directly relevant to course objectives and learning outcomes and are included at the end of the
syllabi. Each assignment will be graded and recorded by the instructor.

Evaluation

Assessment Type	% of Grade
Attendance/Professionalism	15%
Case Studies	15%
Homework	15%
Career Portfolio Project	10%
Examinations	45%
Total	100%

Grading Scheme

Numerical Average	Letter Grade	Quality Points
95-100	A	4.0
90-94	A-	3.7
86-89	B+	3.3
83-85	B	3.0
80-82	B-	2.7
76-79	C+	2.3
73-75	C	2.0
70-72	C-	1.7

Numerical Average	Letter Grade	Quality Points
68-69	D+	1.3
66-67	D	1.0
65	D-	0.7
0-64	F	0.0
Withdraw/Failing	W/F	0.0
Withdraw	W	----
Incomplete	I	----
Test Out	TO	----
Transfer of Credit	T	----

Course Policies

Behavioral Standards

Students are expected to abide by all public laws; to comply with the regulations and policies of the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. Respect for others in terms of language, demeanor, and attention to others while they are speaking is expected.

The College reserves the right to dismiss or suspend students for conduct which impedes, disrupts, or interferes with the orderly and continuous administration and operation of the College or any unit of the College. Attending EBI is not a right; it is a privilege.

As a part of its mission to prepare students for careers in the business and healthcare world, EBI requires students to dress in a manner that will create a positive self-image. Inappropriately dressed students may not be permitted to attend classes. Students in College externships are required to follow the participating organization's dress code.

No cell phone use or Internet access is allowed in the classroom unless permission is granted by the instructor and usage is course appropriate.

No eating or drinking in EBI's classroom laboratories (medical, business or technology), Library and Academic Achievement Center.

Attendance Policy

Attendance is mandatory and will be used when calculating participation/attendance. Class will begin promptly. Students who are late or absent are responsible to obtain lecture notes, assignments, and announcements after class, so as not to interfere with class time, or the work of fellow students. Along with the portfolio, one of the first questions a potential employer will ask the Career Services representative about is student attendance. Your attendance in the classroom directly represents your quality of potential work.

Students who do not attend classes after missing 14 consecutive calendar days or who fail to attend classes on a regular basis will be administratively dropped by the college. Since

attendance is also used to verify enrollment for financial aid purposes, it is important that students attend classes on a regular basis to avoid loss of financial aid eligibility (student loans) and federal and state grants.

Make-Up Policy
When a student is absent, that student is responsible for making up missed class work. Make-up tests or quizzes *may* be offered at the *instructor's discretion* via ONE-STOP at the Library, and it is the student's responsibility to arrange a time at the librarian's convenience. One-Stop tests and quizzes must be taken within one week of the date of absence; failure to make up work, quizzes, or exams in a timely manner may result in a 0 grade. There is no charge for make-up work.

Students will not be allowed to make up the Midterm or Final Examination for the course. Mid-term or Final Examinations may only be made up with approval from the Campus Director/Dean and appropriate documentation.

Academic Integrity/Plagiarism Rules
Elmira Business Institute is committed to supporting its mission to provide an educational ex-perience designed to develop professional competencies including developing habits of personal and professional integrity. The College expects all members of its community—students, faculty, and staff—to act honestly in all situations. Actions of Academic Dishonesty will not be tolerated. Academic Dishonesty "is any form of cheating and plagiarism which results in students giving or receiving unauthorized assistance in an academic assignment or receiving credit for work which is not their own." All students are expected to agree to a pledge of honesty concerning their aca-demic work, and faculty is expected to maintain the standards of that code. If you think it may be cheating, it probably is.

Please keep in mind that plagiarism includes:
- Copying another person's work and claiming credit for it
- Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source whether or not it is a direct quotation
- Incorrectly citing a source
- Failing to use quotation marks for a direct quote
- Improperly paraphrasing—both the words and the structure of your writing must differ from your source

Students will be given a complete policy the first day of class to review and sign.
For questions about plagiarism or assistance at any part of the writing process, please visit the Academic Achievement Center or Library.

Academic Support
Tutoring
Tutoring is available at a variety of times throughout the week. Please see the instructor for tutoring availability each week.

Academic Achievement Center
The Academic Achievement Center (AAC) hours are posted outside the door. The AAC Lab is the first stop for help for assignments, study skills, or writing for any course.

Academic Advising/Mentoring
Academic Advising/Mentoring is provided to each student throughout the semester. Staff or Faculty Mentors can facilitate student access to learning resources and answer basic questions regarding EBI academic programs and policies.

The Library
The Library supports the academic programs of the College and offers technology to assist student research in databases and on the Internet. A Librarian is available to assist in research and navigating our resources. Use the Library catalog (http://ebi.scoolaid.net/bin/home) to search for a book in the library, access databases and e-books, and find reference tools. In-formation is also available about community resources, including scholarships, part-time employment, child care, and transportation.

Course Schedule

Lesson#	Topic(s)
1	*An Introduction to Investments* • Explain why individual should specify investment goals. • Distinguish between primary and secondary markets, risk and speculation, liquidity, and marketability. • Identify sources of risk and the sources of return. • Differentiate between efficient and inefficient markets.
2	*The Creation of Financial Assets* • Explain the roles of the investment banker and the financial intermediary. • Illustrate the flow of funds from savers to firms. • Identify the components necessary for the sale of securities to the general public. • Differentiate an underwriting from a best-effort sale of securities. • Contrast the various financial instruments offered by commercial banks and other depository institutions. • Distinguish money market mutual funds from commercial banks and savings banks. • List several money market instruments. *Securities Markets* • Explain the role of market makers and distinguish between securities exchanges and over-the-counter markets. • List the services provided by brokers and brokerage firms. • Differentiate between the types of security orders and identify the costs of investing in securities. • Contrast cash and margin accounts. • Contrast long and short positions and explain the source of profit from each. • Define American Depository Receipts (ADRs) and explain their advantages. • State the purpose of the Securities and Exchange Commission (SEC) and the Securities Investors Protection Corporation (SIPC) and the role of regulation in securities markets.

3	*Time Value of Money* • Explain why a dollar received tomorrow is not equal in value to a dollar received today. • Differentiate between compounding and discounting. • Distinguish among the future value of $1, the future value of an annuity of $1, the present value of $1, and the present value of an annuity of $1. • Solve problems concerning the time value of money. *Chapter 5: The Tax Environment* • Identify the taxes that affect investment decision making. • Define progressive, proportionate, and regressive taxes. • Illustrate how capital losses are used to offset capital gains and ordinary income. • Explain how pension plans, IRA's, Keogh accounts, and 401(k) accounts are tax shelters. • Explain the tax advantages associated with municipal bonds, annuities, and life insurance. • Differentiate between estate and inheritance taxes.
4	*Risk and Portfolio Management* • Identify the sources of risk. • Identify the relationship between securities that are necessary to achieve diversification. • Contrast the sources of return and differentiate between expected and realized returns. • Explain how standard deviations and beta coefficients measure risk, and interpret the difference between beta coefficients of 1.5, 1.0, and 0.5. • Contrast efficient and inefficient portfolios and identify which portfolio the individual will select. • Compare the explanation of a stock's rerun according to the Capitol Asset Pricing Model and arbitrage pricing theory.
5	*Investment Companies: Mutual Funds* • Differentiate between closed-end and open-end investment companies. • Define net asset value. • Identify the costs of investing in mutual funds. • Differentiate between loading fees, exit fees, and 12b-1 fees. • List the advantages offered by mutual funds. • Distinguish among the types of mutual funds based on their portfolios or investment strategies. • Differentiate between an actively managed portfolio and a passively managed index fund. • Identify factors to consider when selecting a specific mutual fund. • Compare performance on the basis of risk and return. *Closed-End Investment Companies* • Differentiate between closed-end and open-end investment companies. • Describe the difference between shares selling for a discount and shares selling for a premium.

	Continued
	• Identify the sources of return from an investment in a closed-end investment company.
	• Describe the features and advantages associated with exchange-traded funds.
	• Explain why the expenses associated with operating an exchange-traded fund may be less than the expenses incurred by most mutual funds.
	• Explain how investment companies facilitate executing an asset allocation policy.
	• Explain the importance of asset allocation to the determination of a portfolio's return.
6	*The Valuation of Common Stock*
	• Identify the components of an investor's required rate of return.
	• Distinguish between required and expected returns.
	• Examine the determinants of a stocks price.
	• Calculate the value of a stock using a simple present value mode.
	• Explain how to use P/E ratios, price-to-sales ratios, price-to-book ratios, and PEG ratios to select stocks.
	• Differentiate the three forms of the efficient market hypothesis.
	• Describe several anomalies that are inconsistent with the efficient market hypothesis.
7	*Investment Returns and Aggregate Measures of Stock Markets*
	• Differentiate between a simple price-weighted average, a value-weighted average, an equal-weighted average, and a geometric average.
	• Contrast the composition and method of calculation of aggregate measure of the stock market.
	• Explain the differences among the holding period return, an average rate of return, and the true annual rate of return.
	• Compute the rate of return on an investment.
	• Compare the results of various studies concerning the rates of return earned on investments in common stock.
	• Compare the risks and returns associated with alternative investments based on the Ibbotson Associates studies of returns.
	• Identify the advantages associated with dollar cost averaging and averaging down.
8	*Midterm*
	Dividends
	• List the important dates for dividend payments.
	• Explain why changes in dividends generally follow changes in earnings.
	• Determine the impact of stock dividends and stock splits on the earning capacity of the firm.
	• Explain the effect of stock splits and stock dividends on the price of a stock and on the stockholder's wealth.
	• Identify the advantages of dividend reinvestment plans.
	• Analyze the tax implications of dividend reinvestment plans, stock repurchases, U liquidations.
	• Estimate the growth rate in a firm's cash dividend.

	Continued *The Macroeconomic Environment for Investment Decisions* • Define gross domestic product and specify its components. • Specify the factors that affect a specific rate of interest. • Describe the tools of monetary policy and the mechanics of open market operations. • Contrast the measures of the money supply. • Explain how monetary and fiscal policy and a federal government deficit or surplus may affect securities prices. • Differentiate cyclical from stable industries and identfy factors that affect the performance of an industry.
9	*Analysis of Financial Statements* • Differentiate between (a) the current ratio and the quick ratio; (b) accounts receivable turnover and the average collection period; (c) gross profit margin, operating profit margin, and net profit margin; and (d) the return on assets and the return on equity. • Identify which ratios are of primary interest to creditors and stockholders. • Apply ratios to analyze the financial statements of a firm. • Compare a firm's ratios with those of other firms in its industry. • Locate internet sources that provide an analysis of a firm's financial statements. • Analyze the sources and uses of a firm's cash. • Explain why cash and earnings are not synonymous and how a firm could operate at a loss and generate cash. *Behavioral Finance and Technical Analysis* • Explain how behavior affects investment decisions. • State the purpose of technical analysis. • Differentiate among the various technical indicators. • Calculate a moving average. • Interpret resistance and support lines. • Construct a portfolio based on the Dogs of the Dow. • Explain the implications of research concerning technical analysis.
10	*The Bond Market* • Describe the features common to all bonds. • Explain the purpose of the indenture and the role of the trustee. • Identify the sources of risk to the bondholder. • Describe the procedure of buying a bond and the paying or receiving of accrued interest. • Differentiate among the types of corporate bonds. • Differentiate the variety of high-yield bonds, their sources of risk, and realized returns. • Distinguish among the ways bonds are retired. *The Valuation of Fixed-Income Securities* • Determine the price of a bond. • Isolate the factors that affect a bond's price. • Explain the relationship between changes in interest rates and bond prices.

	Continued • Differentiate among current yield, yield to maturity, and yield to call. • Illustrate how discounted bonds may be used to help finance on an individual's retirement. • Explain how the reinvestment of earned interest affects the investor's realized return. • Illustrate the relationship between a bond's duration and its price volatility. • Differentiate active and passive strategies for the management of bond portfolios. • Compare and contrast bonds and preferred stock
11	*Government Securities* • Distinguish among the types of federal government debt. • Identify the sources of risk from investing in federal government securities. • Distinguish between the federal government's moral obligation and its full faith and credit obligations to its agencies' debt. • Isolate the primary advantage of state and local debt. • Illustrate how to equalize yields on corporate and state and local debt. • Differentiate revenue bonds from general obligation bonds. • Compare Treasury bonds, T-bills, inflation-indexed securities, federal agency debt, municipal bonds, and anticipation notes. *Convertible Bonds and Convertible Preferred Stock* • Describe the features common to all convertible bonds. • Determine the *floor*, or minimum price, of a convertible bond. • List the factors that affect the price of a convertible bond. • Identify the two premiums paid for a convertible bond. • Explain why the two premiums are inversely related. • Compare convertible bonds with convertible preferred stock. • Explain the advantage offered by a put bond.

12	*Introduction to Options*
	• Define the word *option* as it applies to securities and differentiate between an option's market value and its intrinsic value.
	• Identify the risks associated with purchasing an option and the factors affecting an option's time premium.
	• Differentiate the profit and loss from writing a covered call option versus a naked call option.
	• Explain the relationship between the price of a stock and a put option.
	    • Compare buying a put with selling short.
	    • Identify the advantages offered by stock index options.
	    • Differentiate warrants and rights offerings from call options.
	
	Option Valuation and Strategies
	• Determine the relationship between the value of an option and the variables specified in the Black-Scholes option valuation model.
	• Calculate the value of a call option using the Black-Scholes option valuation model.
	• Illustrate how arbitrage ensures that a change in the market for stock is transferred to the market for options and vice versa.

	Continued - Explain how the hedge ratio is used to reduce the risk associated with a position in a stock. - Determine the potential profits and losses from option strategies. - Differentiate speculative from risk management strategies using options. - Explain how incentive-based stock options may affect a firm's earnings.
13	*Commodity and Financial Futures* - Define a futures contract and differentiate between the long and short positions in a commodity futures contract. - Contrast the role of margin in the stock market with its role in the commodity futures markets. - Distinguish speculators from hedgers and describe the role played by each in the futures markets. - Identify the forces that determine the price of a commodity futures contract. - Demonstrate how speculators may earn profits or suffer losses in financial and currency futures. - Explain how programmed trading links the futures and stock markets. - Demonstrate how futures and swaps help manage risk.
14	*Investing in Foreign Securities* - Enumerate the advantages and risks associated with foreign investments. - Define foreign exchange, foreign exchange markets, and exchange rate risk and contrast devaluation and revaluation. - Differentiate balance of payments from balance of trade and the current account from the capital account. - Explain how hedging is used to reduce exchange rate risk. - Explain how and why foreign investments diversify a domestic portfolio. - Use exchange-traded funds to make foreign investments. *Investing in Nonfinancial Assets: Collectibles, Natural Resources, and Real Estate* - Compare the sources of risk and return from investing in nonfinancial assets and financial assets. - Explain the role of auctions, dealers, and secondary markets for nonfinancial assets. - List the mediums for investing in gold, metals, and other natural resources. - Demonstrate the importance of the inelasticity of supply for investing in resources. - Differentiate the means for investing in real estate. - Compare the sources of funds to finance the purchase of a home. - Determine the cash flow from an investment in rental properties and the importance of funds from operations to the valuation of real estate investments. - Distinguish among the types of real estate investment trusts (REITs). - Differentiate hedge funds from mutual funds with regard to risk, returns, and expenses.

15	*Final Evaluation* *Portfolio Planning and Management in an Efficient Market Context.* • Identify financial goals and the assets that are appropriate to meet the goals. • Construct an individual's balance sheet and cash budget. • Determine an individual's net worth or estate. • Explain the importance of the individual's perception of efficient financial markets to him/her or his/her investment strategy.

Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.

Revised February 2016 mzt

General Information about Composing a Case Analysis

In general, a case study analysis should be organized to deal with the following items:
1. Concise, chronological restatement of the history, background, and important facts of the situation.
2. Identification of major problem(s) and issues – clearly state what the problem(s) and issues are as you interpret the case.
3. Analysis of the problem(s) – list the factors contributing to the problem(s) you have identified; that is, identify why the problem exists.
4. Possible outcomes/solution(s) – State your recommendations for dealing with the problem(s) and issues you have identified.

Adapted from http://pages.towson.edu/aclardy/ORG%20BEH%20SYL.htm

Alternate Rubric for Evaluating Case Analysis
Case Analysis Evaluation   100 Points

	Above average	Average	Below average	Points
Proper Case Analysis Format (10 points)	Follows format successfully	Follows format most of the time	Does not follow format consistently	
Content – Analysis (35 points)	Gives own analysis beyond any study questions offered	Gives some analysis	Little to no analysis- only repeats case material	
Content – Support (30 points)	Offers concrete examples and relevant support	Needs more concrete examples and/or relevant support	Selects irrelevant or ineffective examples	
Organization- Effective, Persuasive (15 points)	Connects sentences and paragraphs logically to convey ideas clearly	Connects sentences/paragraphs logically on an inconsistent basis, but main ideas are discernible	Does not connect sentences/paragraphs logically – ideas are unclear	
Writing- Effective Style/Grammar/Mechanics (10 points)	Avoids irrelevant wordiness, jargon, clichés, and uses proper grammar, spelling, and punctuation. Uses professional tone.	Uses irrelevant wordiness, jargon, clichés. Need for more professional tone. Has several grammar, spelling, or punctuation errors.	Uses extensive wordy, redundant, and vague language. Overuses jargon and clichés. Makes numerous grammar, spelling, or punctuation errors.	

Adapted from www.cpcc.edu/learningcollege/learning-outcomes/rubrics/rubric_for_case_studies.doc

The use of http://www.plagiarismchecker.com/ was used on this assignment: Yes____No____

MIDTERM

Professionalism Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points _____/100 points

Student's Signature: _____   Date: _____

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FINAL

Professionalism Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points   _____/100 points

Student's Signature: _____   Date: _____

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Elmira Business Institute
Student Syllabus: Mathematics Essentials (BUS002)

Prerequisites: Score on the placement assessment   **Course Credits: 0**
Co-requisites: Business Mathematics (BUS105)

Course Description

This course is designed to provide the most fundamental background needed for college-level mathematics and skills required for many business applications of mathematics. Topics covered include basic computation with fractions, decimals and percentages, measurement in both metric and English units, elementary geometry, graphs, and basic algebra.

Student Learning Outcomes

Upon completion of this course, students will be able to:
- Demonstrate a knowledge of whole numbers in words and standard form
- Demonstrate a knowledge of adding, subtracting, multiplying, and dividing whole numbers, integers, fractions, and mixed numbers
- Understand and perform the order of operations and estimation
- Understand and identify the place value of a digit in decimal form
- Demonstrate how to write ratios in fraction form
- Define and understand American units of length
- Understand and explain the meaning of percent
- Demonstrate how to write percentages as fractions and decimals
- Demonstrate the knowledge of translating percent sentences to percent equations
- Demonstrate the applications of percent in real-world applications
- Use variables to state properties of addition, multiplication, and division
- Solve basic algebraic equations
- Understand and identify points, lines, and planes
- Demonstrate increased skill and confidence in all of the outcomes listed in BUS105 (Business Mathematics)

Career Portfolio for Workplace Skills Program

Your Career Portfolio for Workplace Skills material demonstrates your competency and skills in your chosen career field. The completed portfolio will allow you to present examples of abilities and relevant skills to prospective employers as evidence of career readiness.

Individual Career Portfolio course projects must be saved to be added to your on-line portfolio that will be created in Career Placement Seminar. It is your responsibility to keep these projects safe and secure.

Career Portfolio for Workplace Skills Project for BUS002
None

Required Course Texts & Course Materials

Tobey, John, Jeffrey Slater, Jamie Blair, and Jennifer Crawford. *Basic College Mathematics.* 7th
     Ed New Jersey: Pearson Education, 2012. Print. (ISBN: 9780321747594)
Basic Calculator

Supplemental educational learning materials may include and are not limited to

Supplemental problems assigned by the instructor
Potter, Lawrence. *Mathematics Minus Fear: How to Make Math Fun and Beneficial to Your*
     Everyday Life. New York, NY: Pegasus Books, 2012. Print. (ISBN: 9781605983769)

Assessment

This course is graded on a Pass/Fail grading scale. Attendance is mandatory and must remain above 68 percent. Students who actively participate in the course and complete all activities, assignments, and quizzes while maintaining an attendance record of 68 percent or higher will earn a grade of "Pass" for the course. Students who fail to meet these requirements will receive a grade of "Fail" and will repeat the course.

Student Homework Policy Statement

Elmira Business Institute (EBI) syllabi contain assignments in alignment with the federal government's definition of appropriate, assigned homework for each credit hour. For each one-credit hour of classroom or direct faculty instruction, two hours of out-of-class student work will be assigned. (For example: A three-credit course will include an average of six (6) hours of homework each week.). For classes with laboratory or clinical work, a three-credit, four-hour class will include an average of six (6) hours of homework each week. For externships, each credit hour will include an average of three (3) hours of homework per week. Assignments are directly relevant to course objectives and learning outcomes and are included at the end of the syllabi. Each assignment will be graded and recorded by the instructor.

Evaluation

Pass (attendance/professionalism average)	P= 68% or higher
Fail	F=repeat BUS 002

Course Policies

Behavioral Standards

Students are expected to abide by all public laws; to comply with the regulations and policies of the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. Respect for others in terms of language, demeanor, and attention to others while they are speaking is expected.

The College reserves the right to dismiss or suspend students for conduct which impedes, disrupts, or interferes with the orderly and continuous administration and operation of the College or any unit of the College. Attending EBI is not a right; it is a privilege.

As a part of its mission to prepare students for careers in the business and healthcare world, EBI requires students to dress in a manner that will create a positive self-image. Inappropriately dressed students may not be permitted to attend classes. Students in College externships are required to follow the participating organization's dress code.

No cell phone use or Internet access is allowed in the classroom unless permission is granted by the instructor and usage is course appropriate.

No eating or drinking in EBI's classroom laboratories (medical, business, or technology), Library and Academic Achievement Center.

Attendance Policy
Attendance is mandatory and will be used when calculating participation/attendance. Class will begin promptly. Students who are late or absent are responsible to obtain lecture notes, assignments, and announcements after class, so as not to interfere with class time, or the work of fellow students. Along with the portfolio, one of the first questions a potential employer will ask the Career Services representative about is student attendance. Your attendance in the classroom directly represents your quality of potential work.

Students who do not attend classes after missing 14 consecutive calendar days or who fail to attend classes on a regular basis will be administratively dropped by the college. Since attendance is also used to verify enrollment for financial aid purposes, it is important that students attend classes on a regular basis to avoid loss of financial aid eligibility (student loans) and federal and state grants.

Make-Up Policy
When a student is absent, that student is responsible for making up missed class work. Make-up tests or quizzes *may* be offered at the *instructor's discretion* via ONE-STOP at the Library, and it is the student's responsibility to arrange a time at the librarian's convenience. One-Stop tests and quizzes must be taken within one week of the date of absence; failure to make up work, quizzes, or exams in a timely manner may result in a 0 grade. There is no charge for make-up work.

Students will not be allowed to make up the Midterm or Final Examination for the course. Midterm or Final Examinations may only be made up with approval from the Campus Director/Dean and appropriate documentation.

Academic Integrity/Plagiarism Rules
Elmira Business Institute is committed to supporting its mission to provide an educational experience designed to develop professional competencies including developing habits of personal and professional integrity. The College expects all members of its community—students, faculty, and staff—to act honestly in all situations. Actions of Academic Dishonesty will not be tolerated. Academic Dishonesty "is any form of cheating and plagiarism which results in students giving or receiving unauthorized assistance in an academic assignment or receiving credit for work which is not their own." All students are expected to agree to a pledge of honesty concerning their academic work, and faculty is expected to maintain the standards of that code. If you think it may be cheating, it probably is.

Please keep in mind that plagiarism includes:
- Copying another person's work and claiming credit for it
- Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source <u>whether or not it is a direct quotation</u>
- Incorrectly citing a source
- Failing to use quotation marks for a direct quote
- Improperly paraphrasing—both the <u>words</u> and the <u>structure</u> of your writing must differ from your source

Students will be given a complete policy the first day of class to review and sign.
For questions about plagiarism or assistance at any part of the writing process, please visit the Academic Achievement Center or Library.

Academic Support

Tutoring
Tutoring is available at a variety of times throughout the week. Please see the instructor for tutoring availability each week.

Academic Achievement Center
The Academic Achievement Center (AAC) hours are posted outside the door. The AAC Lab is the first stop for help for assignments, study skills, or writing for any course.

Academic Advising/Mentoring
Academic Advising/Mentoring is provided to each student throughout the semester. Staff or Faculty Mentors can facilitate student access to learning resources and answer basic questions regarding EBI academic programs and policies.

The Library
The Library supports the academic programs of the College and offers technology to assist student research in databases and on the Internet. A Librarian is available to assist in research and navigating our resources. Use the Library catalog (http://ebi.scoolaid.net/bin/home) to search for a book in the library, access databases and e-books, and find reference tools. In-formation is also available about community resources, including scholarships, part-time employment, child care, and transportation.

Course Schedule

Lesson#	Topic(s)
1	*Whole Numbers* • Understanding, Adding, Subtracting, Multiplying, and Dividing Whole Numbers • Exponents and the Order of Operations • Rounding and Estimating • Solving Applied Problems Involving Whole Numbers
2	*Fractions* • Understanding, Simplifying, Converting, Multiplying, Dividing, Adding, Subtracting Fractions • Finding the Least Common Denominator and Creating Equivalent Fractions • Solving Applied Problems Involving Fractions
3	*Decimals* • Using Decimal Notation • Comparing, Ordering, and Rounding , Adding, Subtracting, Multiplying, and Dividing Decimals • Converting Fractions to Decimals and the Order of Operations • Estimating and Solving Applied Problems Involving Decimals
4	*Ratio and Proportion* • Rates, Solving Proportions, Solving Applied Problems
5	*Percent* • Understanding Percent • Changing Between Percentages, Decimals, and Fractions • Solving Percent Problems Using Proportions • Solving Applied Percent Problems • Solving Commission, Percent of Increase or Decrease, and Interest Problems.
6	*Measurement* • American and Metric Units of Length, Volume, and Weight • Converting Units • Solving Applied Measurement Problems
7	*Signed Numbers* • Adding, Subtracting, Multiplying, and Dividing Signed Numbers • Order of Operations • Scientific Notation
8	*Midterm*

9	*Introduction to Algebra* • Variables and Like Terms • The Distributive Property • Solving Equations Using the Addition, Division, or Multiplication Property • Solving Equations Using Two Properties • Translating English to Algebra • Solving applied Problems
10	*Statistics* • Circle Graphs • Bar and Line Graphs • Histograms • Mean, Median, and Mode
11	*Geometry* • Angles, Rectangles, Squares, Parallelograms, Trapezoids, Rhombuses, Triangles, Square Roots, Pythagorean Theorem, Circles, Volume, Similar Geometric Figures, Solving Applied Problems
12	*Review and Extra Practice with Corresponding Business Mathematics Concepts*
13	*Review and Extra Practice with Corresponding Business Mathematics Concepts*
14	*Review and Extra Practice with Corresponding Business Mathematics Concepts*
15	*Final Examination*

Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.

Revised February 2016 mzt

MIDTERM

Professionalism Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 7 out of 8 meetings.	The student arrives on time for the course, and stays for the duration of the class for 5 to 6 meetings.	The student arrives on time for the course, and stays for the duration of the class for 3 to 4 meetings	The student arrives late for the course, and/or stays for the duration of 2 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points   _____/100 points

Student's Signature: _____   Date: _____

FINAL

Professionalism Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points _____/100 points

Student's Signature: _____   Date: _____

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Elmira Business Institute
Student Syllabus: Business Mathematics (BUS105)

Prerequisites: None   **Course Credits: 3**
Co-requisites: Mathematics Essentials (BUS002)

Course Description

This course provides the fundamental mathematical concepts of arithmetic operations, fractions, decimals, equations and percentages. These fundamentals are then applied to solve problems in business procedures including checking accounts, payroll, commissions, discounts, simple and compound interest, basic business statistics, and promissory notes.

Student Learning Outcomes

Upon completion of this course, students will be able to:
- Recognize and identify proper mathematical operations
- Demonstrate the ability to quickly and accurately calculate various mathematical operations
- Comprehend mathematical reasoning to solve word problems
- Compute discounts and percentages as they apply to business
- Compute commission and payroll records
- Analyze and compare banking, simple interest, promissory notes, and interest variables as they apply to business
- Know, define, apply, and classify various weights of measurement systems
- Demonstrate a basic understanding of central tendencies, i.e., mean, median, mode, standard deviation

Career Portfolio for Workplace Skills Program

Your Career Portfolio for Workplace Skills material demonstrates your competency and skills in your chosen career field. The completed portfolio will allow you to present examples of abilities and relevant skills to prospective employers as evidence of career readiness.

Individual Career Portfolio course projects must be saved to be added to your on-line portfolio that will be created in Career Placement Seminar. It is your responsibility to keep these projects safe and secure.

Career Portfolio for Workplace Skills Project for BUS105
None

Required Course Texts & Course Materials

Deitz, James E. *Contemporary Business Mathematics for Colleges*. 17th Ed. Mason: Cengage
        Learning, 2013. Print. (ISBN: 9781305506688)
Calculator

Assessment

The instructor will endeavor to return student work product by the next official class period whenever possible. Essay and/or research projects will be returned as soon as all class projects have been graded.

Student Homework Policy Statement

Elmira Business Institute (EBI) syllabi contain assignments in alignment with the federal government's definition of appropriate, assigned homework for each credit hour. For each one-credit hour of classroom or direct faculty instruction, two hours of out-of-class student work will be assigned. (For example: A three-credit course will include an average of six (6) hours of homework each week.). For classes with laboratory or clinical work, a three-credit, four-hour class will include an average of six (6) hours of homework each week. For externships, each credit hour will include an average of three (3) hours of homework per week. Assignments are directly relevant to course objectives and learning outcomes and are included at the end of the syllabi. Each assignment will be graded and recorded by the instructor.

Evaluation

Assessment Type	% of Grade
Attendance/Professionalism	15%
Homework	10%
Quizzes	40%
Midterm/Comprehensive Final Examinations	35%
Total	100%

Grading Scheme

Numerical Average	Letter Grade	Quality Points
95-100	A	4.0
90-94	A-	3.7
86-89	B+	3.3
83-85	B	3.0
80-82	B-	2.7
76-79	C+	2.3
73-75	C	2.0
70-72	C-	1.7
68-69	D+	1.3
66-67	D	1.0
65	D-	0.7
0-64	F	0.0
Withdraw/Failing	W/F	0.0
Withdraw	W	----
Incomplete	I	----
Test Out	TO	----
Transfer of Credit	T	----

Course Policies

Behavioral Standards

Students are expected to abide by all public laws; to comply with the regulations and policies of the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. Respect for others in terms of language, demeanor, and attention to others while they are speaking is expected.

The College reserves the right to dismiss or suspend students for conduct which impedes, disrupts, or interferes with the orderly and continuous administration and operation of the College or any unit of the College. Attending EBI is not a right; it is a privilege.

As a part of its mission to prepare students for careers in the business and healthcare world, EBI requires students to dress in a manner that will create a positive self-image. Inappropriately dressed students may not be permitted to attend classes. Students in College externships are required to follow the participating organization's dress code.

No cell phone use or Internet access is allowed in the classroom unless permission is granted by the instructor and usage is course appropriate.

No eating or drinking in EBI's classroom laboratories (medical, business or technology), Library and Academic Achievement Center.

Attendance Policy

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Students who do not attend classes after missing 14 consecutive calendar days or who fail to attend classes on a regular basis will be administratively dropped by the college. Since attendance is also used to verify enrollment for financial aid purposes, it is important that students attend classes on a regular basis to avoid loss of financial aid eligibility (student loans) and federal and state grants.

Make-Up Policy

When a student is absent, that student is responsible for making up missed class work. Make-up tests or quizzes *may* be offered at the *instructor's discretion* via ONE-STOP at the Library, and it is the student's responsibility to arrange a time at the librarian's convenience. One-Stop tests and quizzes must be taken within one week of the date of absence; failure to make up work, quizzes, or exams in a timely manner may result in a 0 grade. There is no charge for make-up work.

Students will not be allowed to make up the Midterm or Final Examination for the course. Midterm or Final Examinations may only be made up with approval from the Campus Director/Dean and appropriate documentation.

Academic Integrity/Plagiarism Rules

Elmira Business Institute is committed to supporting its mission to provide an educational experience designed to develop professional competencies including developing habits of personal and professional integrity. The College expects all members of its community—students, faculty, and staff—to act honestly in all situations. Actions of Academic Dishonesty will not be tolerated. Academic Dishonesty "is any form of cheating and plagiarism which results in students giving or receiving unauthorized assistance in an academic assignment or receiving credit for work which is not their own." All students are expected to agree to a pledge of honesty concerning their academic work, and faculty is expected to maintain the standards of that code. If you think it may be cheating, it probably is.

Please keep in mind that plagiarism includes:

- Copying another person's work and claiming credit for it
- Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source <u>whether or not it is a direct quotation</u>
- Incorrectly citing a source
- Failing to use quotation marks for a direct quote
- Improperly paraphrasing—both the <u>words</u> and the <u>structure</u> of your writing must differ from your source

Students will be given a complete policy the first day of class to review and sign.
For questions about plagiarism or assistance at any part of the writing process, please visit the Academic Achievement Center or Library.

Academic Support

Tutoring
Tutoring is available at a variety of times throughout the week. Please see the instructor for tutoring availability each week.

Academic Achievement Center
The Academic Achievement Center (AAC) hours are posted outside the door. The AAC Lab is the first stop for help for assignments, study skills, or writing for any course.

Academic Advising/Mentoring
Academic Advising/Mentoring is provided to each student throughout the semester. Staff or Faculty Mentors can facilitate student access to learning resources and answer basic questions regarding EBI academic programs and policies.

The Library
The Library supports the academic programs of the College and offers technology to assist student research in databases and on the Internet. A Librarian is available to assist in research and navigating our resources. Use the Library catalog (http://ebi.scoolaid.net/bin/home) to

search for a book in the library, access databases and e-books, and find reference tools. Information is also available about community resources, including scholarships, part-time employment, child care, and transportation.

Course Schedule

Lesson #	Topic(s)
1	*Fundamentals* • Use shortcuts to add, subtract, multiply, and divide rapidly and accurately • Estimate answers before doing calculations
2	*Fractions* • Change improper fractions and mixed numbers • Change fractions to lower and higher terms • Add fractions and mixed numbers • Subtract fractions and mixed numbers • Multiply fractions, mixed numbers, and whole numbers • Divide fractions, mixed numbers, and whole numbers
3	*Decimals* • Read and round decimal numbers • Add two or more decimal numbers • Subtract one decimal number from another • Multiple two decimal numbers • Divide one decimal number by another decimal number • Multiply and divide by decimal numbers that end with zeros • Approximate products and quotients
4	*Word problems, Equations and Measurements* • Use a systematic approach to solve word problems • Apply formulas to solve rate, time, and distance problems • Solve simple numerical equations • Metric measurements: converting units • Recognize numerical relationships in a series • Do quick mental calculations through a process of rounding numbers
5	*Percentages* • Change percentages to decimals • Change fractions and decimals to percentages • Find Base, Rate, and Percentage • Use percentages to measure increase and decrease • Use percentages to allocate overhead expenses
6	*Banking* • Maintain a checking account • Reconcile a bank statement with a checkbook balance

7	*Payroll* • Prepare a payroll register • Compute federal income tax withholding amounts • Compute Social Security, Medicare, and other withholdings • Complete an employee's earnings record • Compute and employee's earnings record • Compute an employer's quarterly federal tax return • Compute an employer's federal and state unemployment tax liability
8	**Midterm Exam**
9	*Commissions* • Compute sales commissions and gross pay • Compute graduated sales commissions • Compute sales and purchases for principals
10	*Discounts* • Compute trade discounts • Compute a series of trade discounts • Compute the equivalent single discount rate for a series of trade discounts • Compute cash discounts and remittance amounts for fully paid invoices • Compute cash discounts and remittance amounts for partially paid invoices
11	*Simple Interest* • Compute simple interest with time in years or months • Compute ordinary simple interest, using a 360-day year • Compute exact simple interest, using a 365-day year • Compare ordinary simple interest and exact simple interest • Estimate exact simple interest computations • Compute the Principal, Rate, and Time from the basic interest formula
12	*Compound Interest* • Compute future values from tables and formulas • Compute present values from future value tables • Compute using present value tables and formulas
13	*Promissory Notes* • Compute the number of interest days of a promissory notes • Determine the due date of a promissory note • Compute the maturity value of a promissory notes • Discount a promissory note • Compute the proceeds and actual interest rate on a bank discount loan • Compute the savings from borrowing money to take a cash discount

14	*Business Statistics* • Compute the mean • Determine the median, and the mode • Construct frequency tables • Construct histograms • Construct bar graphs, line graphs, and pie charts
15	Cumulative Final Examination Part 1 & 2

Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.

Revised February 2016 mzt

MIDTERM

Professionalism **Rubric**

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 7 out of 8 meetings.	The student arrives on time for the course, and stays for the duration of the class for 5 to 6 meetings.	The student arrives on time for the course, and stays for the duration of the class for 3 to 4 meetings	The student arrives late for the course, and/or stays for the duration of 2 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points _____/100 points

FINAL

_____onalism Rubric

Student's Signature: _____ Date: _____

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points _____/100 points

Student's Signature: _____ Date: _____

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Elmira Business Institute
Student Syllabus: Principles of Management (BUS115)

Prerequisites: None   **Course Credits: 3**

Course Description

This course addresses the organization and operation of retail, wholesale, and service businesses in the form of proprietorship, partnership, and corporations. The course defines common forms of business and the process of starting and running a business is studied, including where federal and state assistance may be obtained, the pros and cons of ownership, and advantages and disadvantages of franchising. Emphasis is placed on planning (strategic and tactical), critical thinking, and leadership styles.

Student Learning Outcomes

Upon completion of this course, students will be able to:
- Define basic functions of management
- Describe current laws regulating to employment practices
- Use case studies to prove an understanding of ethical, economic, and managerial factors/considerations
- Address the cultural and diversity differences among different forms of business
- Complete a final project that may be designed and/or approved by the instructor. Note: Research and Business Plan rubrics will vary.

Career Portfolio for Workplace Skills Program

Your Career Portfolio for Workplace Skills material demonstrates your competency and skills in your chosen career field. The completed portfolio will allow you to present examples of abilities and relevant skills to prospective employers as evidence of career readiness.

Individual Career Portfolio course projects must be saved to be added to your on-line portfolio that will be created in Career Placement Seminar. It is your responsibility to keep these projects safe and secure.

Career Portfolio for Workplace Skills Project for BUS115

The student will create an original business plan for a fictitious business. (See attached template and rubric.) Additional components will be added by the instructor and may include: floor plan, resumé, job description(s), position evaluation rubric(s), advertisement, etc., as assigned. The project will explain the components of a business plan, explain the positive and negative aspects of various forms of business, explore the current laws regulating employment practices, define key management positions, define human resource management, and show financial literacy.

Required Course Texts & Course Materials

Pride, William M., Hughes, Robert J., and Kapoor, Jack R. *Foundations of Business 4*th ed. OH: South-Western Cengage Learning, 2014. Print. ISBN (9781285193946).

Supplemental educational learning materials may include and are not limited to

Bahnan, Nisreen N., ed. *Annual Editions: Marketing 13/14.* New York, New York: McGraw-Hill, 2014.

Maimom, Elaine P., Peritz, Janice H., Yancey, Kathleen Blake. *The McGraw-Hill Handbook.* 3rd. New York, New York: McGraw-Hill, 2012.

Kehoe, John E., Richardson, William J., ed. *Annual Editiona: Business Ethics 12/13.* 24th. New York, New York: McGraw-Hill, 2013.

Kehoe, William J., ed. *Annual Editions: Management.* 16th. New York, New York, McGraw-Hill, 2014.

Maidment, Fred H., ed. *Annual Editions: Management.* 16th. New York: McGraw-Hill, 2012.

Price, Robert W., ed. *Annual Editions: Entrepreneurship.* 6th. New York, New York: McGraw-Hill, 2010.

"Greatest American Entrepreneurs and Business Professionals in the USA." The Story of America RSS. N.p., n.d. Web. 14 Oct. 2015.

WalMart: The High Price of Low Cost. Dir. Robert Greewald. Brave New Films. 2005.

Assessment

Essay assignments and research projects will be evaluated on a standard grading rubric. Written examinations will be graded according to content (multiple choice, fill-in-the blank, short answer, and/or essay).

The instructor will endeavor to return student work product by the next official class period whenever possible. Essay and/or research projects will be returned as soon as all class projects have been graded.

Student Homework Policy Statement

Elmira Business Institute (EBI) syllabi contain assignments in alignment with the federal government's definition of appropriate, assigned homework for each credit hour. For each one-credit hour of classroom or direct faculty instruction, two hours of out-of-class student work will be assigned. (For example: A three-credit course will include an average of six (6) hours of homework each week.). For classes with laboratory or clinical work, a three-credit, four-hour class will include an average of six (6) hours of homework each week. For externships, each credit hour will include an average of three (3) hours of homework per week. Assignments are directly relevant to course objectives and learning outcomes and are included at the end of the syllabi. Each assignment will be graded and recorded by the instructor.

Evaluation

Assessment Type	% of Grade
Attendance/Professionalism	15%
Case Studies/Written Assignments	10%
Examinations	40%
Career Portfolio Project	15%
Final Exam	20%
Total	100%

Grading Scheme

Numerical Average	Letter Grade	Quality Points
95-100	A	4.0
90-94	A-	3.7
86-89	B+	3.3
83-85	B	3.0
80-82	B-	2.7
76-79	C+	2.3
73-75	C	2.0
70-72	C-	1.7
68-69	D+	1.3
66-67	D	1.0
65	D-	0.7
0-64	F	0.0
Withdraw/Failing	W/F	0.0
Withdraw	W	----
Incomplete	I	----
Test Out	TO	----
Transfer of Credit	T	----

Course Policies

Behavioral Standards
Students are expected to abide by all public laws; to comply with the regulations and policies of the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. Respect for others in terms of language, demeanor, and attention to others while they are speaking is expected.

The College reserves the right to dismiss or suspend students for conduct which impedes, disrupts, or interferes with the orderly and continuous administration and operation of the College or any unit of the College. Attending EBI is not a right; it is a privilege.

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No eating or drinking in EBI's classroom laboratories (medical, business or technology), Library and Academic Achievement Center.

Attendance Policy
Attendance is mandatory and will be used when calculating participation/attendance. Class will begin promptly. Students who are late or absent are responsible to obtain lecture notes, assignments, and announcements after class, so as not to interfere with class time, or the work of fellow

students. Along with the portfolio, one of the first questions a potential employer will ask the Career Services representative about is student attendance. Your attendance in the classroom directly represents your quality of potential work.

Students who do not attend classes after missing 14 consecutive calendar days or who fail to attend classes on a regular basis will be administratively dropped by the college. Since attendance is also used to verify enrollment for financial aid purposes, it is important that students attend classes on a regular basis to avoid loss of financial aid eligibility (student loans) and federal and state grants.

Make-Up Policy
When a student is absent, that student is responsible for making up missed class work. Make-up tests or quizzes *may* be offered at the *instructor's discretion* via ONE-STOP at the Library, and it is the student's responsibility to arrange a time at the librarian's convenience. One-Stop tests and quizzes must be taken within one week of the date of absence; failure to make up work, quizzes, or exams in a timely manner may result in a 0 grade. There is no charge for make-up work.

Students will not be allowed to make up the Midterm or Final Examination for the course. Midterm or Final Examinations may only be made up with approval from the Campus Director/Dean and appropriate documentation.

Academic Integrity/Plagiarism Rules
Elmira Business Institute is committed to supporting its mission to provide an educational experience designed to develop professional competencies including developing habits of personal and professional integrity. The College expects all members of its community—students, faculty, and staff—to act honestly in all situations. Actions of Academic Dishonesty will not be tolerated. Academic Dishonesty "is any form of cheating and plagiarism which results in students giving or receiving unauthorized assistance in an academic assignment or receiving credit for work which is not their own." All students are expected to agree to a pledge of honesty concerning their academic work, and faculty is expected to maintain the standards of that code. If you think it may be cheating, it probably is.

Please keep in mind that plagiarism includes:
* Copying another person's work and claiming credit for it
* Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source whether or not it is a direct quotation
* Incorrectly citing a source
* Failing to use quotation marks for a direct quote
* Improperly paraphrasing—both the words and the structure of your writing must differ from your source

Students will be given a complete policy the first day of class to review and sign.
For questions about plagiarism or assistance at any part of the writing process, please visit the Academic Achievement Center or Library.

Academic Support

Tutoring
Tutoring is available at a variety of times throughout the week. Please see the instructor for tutoring availability each week.

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The Academic Achievement Center (AAC) hours are posted outside the door. The AAC Lab is the first stop for help for assignments, study skills, or writing for any course.

Academic Advising/Mentoring
Academic Advising/Mentoring is provided to each student throughout the semester. Staff or Faculty Mentors can facilitate student access to learning resources and answer basic questions regarding EBI academic programs and policies.

The Library
The Library supports the academic programs of the College and offers technology to assist student research in databases and on the Internet. A Librarian is available to assist in research and navigating our resources. Use the Library catalog (http://ebi.scoolaid.net/bin/home) to search for a book in the library, access databases and e-books, and find reference tools. Information is also available about community resources, including scholarships, part-time employment, child care, and transportation.

Course Schedule

Lesson#	Topic(s)
1	*Exploring the Word of Business and Economics* - Identify the basic definition of business - Identify the potential risks and rewards of beginning a business - Introduce the basic principles of economics and the economic system - Identify types of competition
2	*Chapter 2: Being Ethical and Socially Responsible* - To understand how to apply ethics to the business world - To apply current view of social responsibility to the business world - To understand how consumers make choice decisions - To identify, understand, and learn to apply legislated employment practices
3	*Exploring Global Business* - To understand international economics and how it relates to the restrictions on nations in the business community - To gain a basic understanding of the following topics: international trade, and object of restrictions - Define methods used to enter international markets - To define and understand the interworkings of the assistance available in the international markets

4	*Choosing a Form of Business Ownership* • To understand the meaning and basic framework of e-businesses • Analyze the understanding of the fundamental models, in particular, those factors that influence e-business, social and legal concerns, and growth trends
5	*Small Business, Entrepreneurship, and Franchises* • Analyze the advantages/ disadvantages of different types of businesses • Analyze the advantages/disadvantages of the different types of partners • Analyze the advantages/disadvantages of corporate mergers • To understand the growth opportunities within and thru the process of a merger
6	*Understanding the Management Process* • Define, understand, and analyze the importance of the small business • To assess the contribution of small business to society, and the SBA • To assess the contribution of franchising in the business world
7	*Creating a Flexible Organization* • To define and describe the management process • To identify the various kinds of managers • Analyze the various kinds of managerial roles • Analyze the decision making process • To understand total quality management
8	**Review and Comprehensive Mid-term Evaluation** • **Draft of components one through four of the Business Plan due.**
9	*Producing Quality Goods and Services* • Identify the nature of production • Discuss the conversion process • Identify and discuss the transformation of raw materials, labor, and R&D • To understand the interworkings of the components involved in planned production • To understand the purchasing process • Summarize how productivity and technology are related
10	*Attracting and Retaining the Best Employees* • Describe and identify the components of HR management • Identify the steps in human resources planning • Describe cultural diversity and understand some of the challenges and opportunities associated with it • To understand the objectives and uses of jobs analysis • Describe the recruiting, selection, and orientation process of business • Discuss the primary elements of employee compensation and benefits • Explain the purposes and techniques of employee training and development • Discuss performance appraisal techniques and performance feedback • Outline the major legislation affecting HR management

11	*Motivating and Satisfying Employees and Teams* • Explain the meaning of motivation • Understand some major historical perspectives on motivation • Describe three contemporary views of motivation: equity theory, expectancy theory, and goal-setting theory • Explain several techniques for increasing employee motivation • Understand the types, development, and uses of teams
12	*Enhancing Union-Management Relations* • Explain how and why labor unions came into being • Discuss the sources of unions' negotiating power and trends in union membership. • Identify the main focus of several major pieces of labor-management legislation • Identify and understand the steps involved in forming a union and show how the National Labor Relations Board is involved in the process • Describe the basic elements of the collective-bargaining process • Identify the major issues covered in a union-management contract • Explain the primary bargaining tools available to unions and management
13	*Creating and Pricing Products that Satisfy Customers* • Explain what a product is and how products are classified • Discuss the product life-cycle and how it leads to new-product development • Define *product line* and *product mix* and distinguish between the two • Identify the methods available for changing a product mix • Explain the uses and importance of branding, packaging, and labeling • Describe the economic basic of pricing and the means by which sellers can control prices and buyers' perceptions of prices • Identify the major pricing objectives used by businesses • Examine the three major pricing methods that firms employ • Explain the different strategies available to companies for setting prices • Describe three major types of pricing associated with business products
14	**Final Project Due WEEK 13 and Review for Final Examination**
15	**Comprehensive Final Examination**

Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.

Revised February 2016 mzt

Career Portfolio Project

The Career Portfolio Project for this course will be to create a business plan for a hypothetical business. A copy of the template is attached. The final project will be completed in stages and each portion will have a due date.   Refer to your textbook as needed for an explanation of the Components of a Business Plan and a Business Plan Checklist.

Students will research and submit a relevant topic and/or possible "Business Plan" for their final project approved by the instructor. The topic submission is due **Week 6**
A discussion of the final project will be done in class

Students will have periodic discussion and one-on-one meetings with the instructor to evaluation progress of the final project

Components 1-4 (including a well-written essay defining the type of business ownership) must be completed by Week 8. You must explain each positive and negative of your chosen form of business as it pertains to your small business. Example: *As a sole proprietor I will have unlimited liability. I am responsible, both personally and professionally, for all debts incurred by the business. This includes monies awarded in Tort proceedings. Should the business incur a debt from a lawsuit because an individual was injured while falling on a snow-covered side walk, I am personally and professionally responsible and may lose personal assets as well as business assets.*

Components 5-12 should be completed by Week 12. The entire project including additional components is due Week 13. Additional Components: résumé, job description, floor plan, excerpt from Code of Ethics.

Business Plan Template

[Enter Business Name Here]

Business Plan

If your professor has special instructions for formatting your report be sure to follow them.
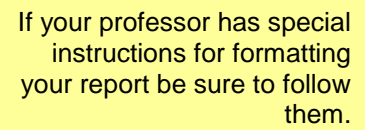
[Address]
Telephone: [Phone Number]
Contact: [Your Name]

[Date]

[Confidentiality Statement]

Introduction

[Background]

Include the general nature of the business, what your product or service is and why it is unique, and why you believe the business will be successful.

[Summary of financial needs]

Revise this section after you complete a detailed financial plan.

Benefits to the Community
Economic Development
[Describe jobs created by the business]
[How will purchases for the business help other local businesses?]
[Any additional information]
Community Development
[How will the company's goods/services help the community?]
[Any additional information]
Human Development
[How will the business help its employees?]
[Any additional information]

Company Analysis

Form of Business Ownership
[Will your business be a sole proprietorship, partnership, or corporation? Why?]
[Describe any necessary licenses or permits and your plans for obtaining them.]
[Will yours be an independent business, a takeover of an existing business, an expansion of an existing business, or a franchise?]
[Any additional information]

About the Company

[If you are taking over or expanding an existing business, describe any relevant history.]
[How will the business satisfy customer needs?]
[How did you choose and develop the company's products/services, and how are they unique?]
[Any additional information]
Industry Analysis
[In what industry does the business operate?]
[Who are the competitors?]
[Have any other businesses recently entered or exited the industry?]
[How will the business be profitable, and what are the growth opportunities?]
[Describe any e-business opportunities.]
[Any additional information]

Include a résumé for each key person in the Appendix.

Management Team

[Who are the key members of the business team?]
[How will the company be structured?]
[How is the team balanced in terms of skills?]

Include an organizational chart in the Appendix.

[What is the company's management philosophy and culture? What is your leadership style?]
[Describe the key management positions and compensation for those positions.]
[What other professionals will assist the management team?]
[Any additional information]

Manufacturing and Operations Plan

Location and Space Requirements

Include a floor plan in the Appendix.

[Where is the planned location?]

[Discuss the location's proximity to customers and suppliers.]
[Discuss tax rates and zoning requirements for the location.]
[Discuss transportation issues.]
[Discuss utility costs.]
[Will you rent, lease, or purchase the facility?]
[Any additional information]

Equipment
[Will you rent or purchase equipment?]
[Any additional information]

The next section covers the labor force in depth. This section should discuss the labor force as it relates to your location, manufacturing, and operations plans.

Labor Force
[Discuss the local labor pool. Is there a sufficient quantity of skilled people to meet the business's needs?]
[Discuss wage rates and unionization issues.]
[Any additional information]

Inventory Control
[How will you control quality, inventory, and production?]
[Any additional information]

Purchasing Requirements
[Will you make or purchase component parts to be assembled into the finished product?]
[Any additional information]

Subcontractors and Suppliers
[Who are your potential subcontractors and suppliers?]
[Any additional information]

Labor Force
Labor Requirements
[How many employees are needed? Full time or part time?]
[What are the job qualifications?]
[Will you have written job descriptions?]
[What will you pay your employees? How does that compare with the going rate in your region and industry?]
[Any additional information]

Marketing Plan
Target Market(s)
[What is/are your target market(s) and what common[...]
[What are the current needs of each target market?[...]
demographic, geographic, psychographic, and prod[...]

The next section covers the labor force in depth. This section should discuss the labor force as it relates to your location, manufacturing, and operations plans.

[What changes in the target market are anticipated?]
[What advantages and disadvantages do you have in meeting the target market's needs?]

[What are the relevant aspects of consumer behavior and product use?]
[Any additional information]
Environment
[What are the competitive, legal, political, economic, technological, and sociocultural factors affecting your marketing efforts?]
[Any additional information]
Marketing Objectives

> Make sure your marketing objectives are clearly written, measurable, and consistent with your overall marketing strategy.

[Describe your product introduction, improvement, or innovation]
[State the market size in dollars and units. Indicate your primary and secondary sources of data and the methods used to estimate total market size and your market share.]
[Describe your distribution plans.]
[Describe your pricing objectives.]
[Describe your advertising and promotion efforts.]
[How will the results of your marketing plan be measured and evaluated?]
[Any additional information]

Financial Plan

Startup and Operating Needs

[How much money do you have, and what is the actual amount of money you need to open your business (start-up budget)?]
[How much money is needed to keep the business open (operating budget)? Prepare a realistic budget.]
[What sources of funding do you anticipate?]
[Any additional information]

Critical Risks and Assumptions

[What will you do if your market develops either more slowly or more quickly than anticipated?]
[How will you react to competitor challenges such as underpricing or new products that make yours obsolete?]
[How will you react to favorable or unfavorable changes in the industry?]
[How will you react if there is a labor shortage or other labor-related issue?]
[How will you react if there is an erratic supply of products or raw materials?]
[Any additional information]

Forms of Business Essay Rubric

Compose a short essay. Using your business as an example, describe all of the positive and negative aspects of the business. You must explain each aspect of this type of business ownership, not just list it.

100 Possible Points

Form of Business Clearly Stated and Explained	10	
Student used his/her VISIONS project form of business as an example	10	
Positive aspects of business stated	10	
Positive aspects of business explained	20	
Negative aspects of business explained	20	
Negative aspects of business stated	10	
Conclusion Provided	10	
Well written	10	

Comments and suggestions: _____
_____
_____

Completing an Opinion Paper

An opinion paper allows you to reflect and record those thoughts and assumptions you have about the reading material as it pertains to what you have learned from the text and/or lecture. There are no right and/or wrong answers in an opinion paper. However, you, the student, do need to support your "opinion" with facts and/or academically sound opinions of others. (This is also a nice venue to practice citations.)

- What's the author's main idea or argument, and what are the important supporting points for that idea?
- Do I, the student, agree or disagree with the main idea or argument? Why?
- Does the information apply to something that I, the student, already know about?

Possible Grading Rubric

	Poor **1**	**Average** **2**	**Well Presented** **3**	**Excellent** **4**	**_____/12**
The author's main idea or argument was well explained and important, supporting points were stated.					
The student agreed or disagreed with the main idea or argument and explained why.					
Student applied the information in the article, etc., to prior learning.					

General Information about Composing a Case Analysis

In general, a case study analysis should be organized to deal with the following items:

1. Concise, chronological restatement of the history, background, and important facts of the situation.
2. Identification of major problem(s) and issues – clearly state what the problem(s) and issues are as you interpret the case.
3. Analysis of the problem(s) – list the factors contributing to the problem(s) you have identified; that is, identify why the problem exists.
4. Possible outcomes/solution(s) – State your recommendations for dealing with the problem(s) and issues you have identified.

Adapted from http://pages.towson.edu/aclardy/ORG%20BEH%20SYL.htm

The use of http://www.plagiarismchecker.com/ was used on this assignment:
Yes_____No_____

MIDTERM

Professionalism Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 7 out of 8 meetings.	The student arrives on time for the course, and stays for the duration of the class for 5 to 6 meetings.	The student arrives on time for the course, and stays for the duration of the class for 3 to 4 meetings	The student arrives late for the course, and/or stays for the duration of 2 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points   _____/100 points

FINAL

onalism Rubric

Student's Signature: _____   Date: _____

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
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Total Points   _____/100 points

Student's Signature: _____   Date: _____

Elmira Business Institute
Student Syllabus: Business Law (BUS120)

Prerequisites: None   **Course Credits: 3**

Course Description

This course is an introduction to the structures and functions of the American legal system. The foundation and history of the justice system will be studied. A case study approach will be integrated into the study of criminal law, torts, and contracts. Emphasis will be placed on factual reasoning and logical analysis.

Student Learning Outcomes

Upon completion of this course, students will be able to:
- Use academic sources to research and evaluate case studies pertaining to Constitutional Amendments, criminal law, and civil law
- Use the case study approach to address diversity
- Compose reflection and/or opinion papers addressing those legal concepts discussed in a case study, video clip, handout, newspaper article, and/or journal article. Sources may include *Annual Editions, Star Gazette, Washington Post,* television documentaries, *etc.*
- Compare and contrast criminal and civil law
- Define the functions of the court system and its application to real-world business situation
- Analyze the importance of contract law to the world of business
- Understand contracts and the important role they play in business agreements
- Compose a final research project. Specific directions will be given during the first two weeks of class.

Career Portfolio for Workplace Skills Program

Your Career Portfolio for Workplace Skills material demonstrates your competency and skills in your chosen career field. The completed portfolio will allow you to present examples of abilities and relevant skills to prospective employers as evidence of career readiness.

Career Portfolio for Workplace Skills Project for BUS120

The student will be assigned case studies and/or a legal research topic, in written or visual format. The student will develop his/ her legal project following the directions given. Proper legal citation and/or MLA format and citation will be used. The Project will be evaluated using the rubric(s) attached.

Individual Career Portfolio course projects must be saved to be added to your on-line portfolio that will be created in Career Placement Seminar. It is your responsibility to keep these projects safe and secure.

Required Course Texts & Course Materials

Goldman, Arnold J., and William D. Sigismond. *Business Law: Principles and Practices.* 9th ed. OH: South-Western Cengage Learning, 2014. Print. (ISBN: 9781133586562)

Supplemental educational learning materials may include and are not limited to
Kallman, Ernest A. and Grillo, John, P. *Ethical Decision Making and Information Technology*:
    An Introduction with Case. 2nd ed. New York, New York. McGraw-Hill, 1996. Print
    ISBN 0-07-034090-0.

Assessment

Essay assignments and research projects will be evaluated on a standard grading rubric. Written examinations will be graded according to content (multiple choice, fill-in-the blank, short answer, and/or essay).

The instructor will endeavor to return student work product by the next official class period whenever possible. Essay and/or research projects will be returned as soon as all class projects have been graded.

Student Homework Policy Statement

Elmira Business Institute (EBI) syllabi contain assignments in alignment with the federal government's definition of appropriate, assigned homework for each credit hour. For each one-credit hour of classroom or direct faculty instruction, two hours of out-of-class student work will be assigned. (For example: A three-credit course will include an average of six (6) hours of homework each week.). For classes with laboratory or clinical work, a three-credit, four-hour class will include an average of six (6) hours of homework each week. For externships, each credit hour will include an average of three (3) hours of homework per week. Assignments are directly relevant to course objectives and learning outcomes and are included at the end of the syllabi. Each assignment will be graded and recorded by the instructor.

Evaluation

Assessment Type	% of Grade
Attendance/Professionalism	15%
Examinations	50%
Case Studies/Writing assignments	10%
Career Portfolio Project	10%
Final Exam	15%
Total	**100%**

Grading Scheme

Numerical Average	Letter Grade	Quality Points
95-100	A	4.0
90-94	A-	3.7
86-89	B+	3.3
83-85	B	3.0
80-82	B-	2.7
76-79	C+	2.3
73-75	C	2.0
70-72	C-	1.7
68-69	D+	1.3
66-67	D	1.0

Numerical Average	Letter Grade	Quality Points
65	D-	0.7
0-64	F	0.0
Withdraw/Failing	W/F	0.0
Withdraw	W	----
Incomplete	I	----
Test Out	TO	----
Transfer of Credit	T	----

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Students are expected to abide by all public laws; to comply with the regulations and policies of the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. Respect for others in terms of language, demeanor, and attention to others while they are speaking is expected.

The College reserves the right to dismiss or suspend students for conduct which impedes, disrupts, or interferes with the orderly and continuous administration and operation of the College or any unit of the College. Attending EBI is not a right; it is a privilege.

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Please keep in mind that plagiarism includes:

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- Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source whether or not it is a direct quotation
- Incorrectly citing a source
- Failing to use quotation marks for a direct quote
- Improperly paraphrasing—both the words and the structure of your writing must differ from your source

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Course Schedule

Lesson#	*Topic(s)*
1	*Understanding the Law* • Understand the nature of law • Understand the functions of the law • Understand the history of the law in the United States • Demonstrate a knowledge of the primary sources of law in the United States • Compare and contrast criminal and civil law • Determine what is appropriate ethical behavior in a business environment
2	*The Legal System in the United States and Its Constitutional Foundation* • Understand the role of the judiciary system • Define and apply jurisdiction • Identify the different types of courts • To understand judicial review • To understand separation of powers • To understand accommodation of interests • The ability to understand the constitutional framework of the US court system.
3	*Personal, Business, and Cyber Crimes and Criminal Procedure* • Understand the nature of criminal law • Outline the structure of the federal and state court systems in the United States • Distinguish between a private wrong and a public wrong • To identify the common defenses to crimes • To identify the role of the police, courts, and corrections within the criminal court system.

4	*Tort Law-Traditional Torts and Cyber torts* • To understand Tort Law • To understand intentional torts, and torts of negligence • To understand the differences between types of torts and their individual standards • To understand the remedies for tort • To understand tort litigation reform.
5	*Litigation and Alternatives for Settling Civil Disputes* • To understand the process of personal injury lawsuits • To define and understand alternatives for settling disputes • Understand the workings of legal processes through the real-world experience of field trips and case studies
6	*Contract Law-A Beginning* • To understand the elements of a valid contract • The ability to understand contract terminology • The student will understand the importance of contracts governed by precedent or statute.
7	*Chapter 7: Agreement-Offer and Acceptance* • Understand the elements required for Offer and Acceptance • Understand the forms of acceptance • Understand the ending of an offer
8	*Consideration* • Understand the elements required for Consideration • Understand the different types of consideration and agreements enforceable without consideration.
9	*Capacity* • Understand mental capacity in contract law as it applies to legal capacity, topics include: minor's liability, misrepresentation of age, ratification and/or disaffirmination of a contract, persons under the influence, and individuals with adjudged mental illness.
10	*Chapter 10: Legality* • Understand legal purpose/legality of contract law including nature and general effect • Understand in pari delicto agreements • Understand agreements forbidden by statute • Understand forbidden by public policy, and partially illegal agreement
11	*Formal Requirements-Statute of Frauds/E-Signature* • Understand legal contracts that must be in writing, topics include: paying the debt of another, executor/administrator of deceased person, sale of interest in real property, marriage, sufficiency of written record, e-signatures, and the parole evidence rule.

12	*Transfer of Contract Rights and Duties* • Understand the legal concepts that govern the transfer of contract rights, topics include: assignment, delegation, rights that cannot be transferred, assignment by law, and the legal effect of general assignment.
13	*The Termination of Contracts: Discharge* • Understand discharge of contracts • Define and understand discharge of contracts by performance, agreement of parties, novation, and accord and satisfaction. • Understand discharge by operation of law. • Final Project Due
14	Review
15	Comprehensive Final Examination

Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.

Revised February 2016 mzt

_____

MIDTERM

Professionalism Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points   _____/100 points

Student's Signature: _____   Date: _____

FINAL

Professionalism Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points   _____/100 points

GRADING RUBRIC

Evaluation will be based on the average of all required criteria.

1 = Weak 2 = Moderately Weak 3 = Average 4 = Moderately Strong 5 = Strong

Possible Criteria	1	2	3	4	5	Comments
1. The student introduces the case, topic, and/or experience in a way that draws in the audience.						
2. The student clearly states the facts to be debated, proven, or explained.						
3. The student focuses on his/her personal thoughts and feelings about the topic or experience.						
4. The student presents events in chronological order or in an order that provides relevance to the topic.						
5. The student compares his/her reactions to the case, article, or experience to additional learning using compare and contrast.						
6. The student expresses the personal meaning or value of the topic.						
7. The student concludes in a way that reiterates his/her understanding of the topic.						
8. The spelling, punctuation, grammar and sentence structure are accurate.						
9. The writing assignment is neatly typed.						
10. The student thoroughly discussed ( ) separate aspects of the assignment and/or cases.						

Additional Comments: _____

The use of http://www.plagiarismchecker.com/ was used on this assignment: Yes_____No_____

Completing an Opinion Paper

An opinion paper allows you to reflect and record those thoughts and assumptions you have about the reading material as it pertains to what you have learned from the text and/or lecture.   There are no right and/or wrong answers in an opinion paper. However, you, the student, do need to support your "opinion" with facts and/or academically sound opinions of others. (This is also a nice venue to practice citations.)

- What's the author's main idea or argument, and what are the important supporting points for that idea?
- Do I, the student, agree or disagree with the main idea or argument? Why?
- Does the information apply to something that I, the student, already know about?

Possible Grading Rubric

	Poor 1	Average 2	Well Presented 3	Excellent 4	_____/12
The author's main idea or argument was well explained and important, supporting points were stated.					
The student agreed or disagreed with the main idea or argument and explained why.					
Student applied the information in the article, etc., to prior learning.					

General Information about Composing a Case Analysis

In general, a case study analysis should be organized to deal with the following items:

1. Concise, chronological restatement of the history, background, and important facts of the situation.
2. Identification of major problem(s) and issues – clearly state what the problem(s) and issues are as you interpret the case.
3. Analysis of the problem(s) – list the factors contributing to the problem(s) you have identified; that is, identify why the problem exists.
4. Possible outcomes/solution(s) – State your recommendations for dealing with the problem(s) and issues you have identified.

Adapted from http://pages.towson.edu/aclardy/ORG%20BEH%20SYL.htm

The use of http://www.plagiarismchecker.com/ was used on this assignment: Yes_____No_____

Alternate Rubric for Evaluating Case Analysis
Case Analysis Evaluation   100 Points

	Above average	Average	Below average	Points
Proper Case Analysis Format (10 points)	Follows format successfully	Follows format most of the time	Does not follow format consistently	
Content – Analysis (35 points)	Gives own analysis beyond any study questions offered	Gives some analysis	Little to no analysis- only repeats case material	
Content – Support (30 points)	Offers concrete examples and relevant support	Needs more concrete examples and/or relevant support	Selects irrelevant or ineffective examples	
Organization- Effective, Persuasive (15 points)	Connects sentences and paragraphs logically to convey ideas clearly	Connects sentences/paragraphs logically on an inconsistent basis, but main ideas are discernible	Does not connect sentences/paragraphs logically – ideas are unclear	
Writing- Effective Style/Grammar/Mechanics (10 points)	Avoids irrelevant wordiness, jargon, clichés, and uses proper grammar, spelling, and punctuation. Uses professional tone.	Uses irrelevant wordiness, jargon, and clichés. Need for more professional tone. Has several grammar, spelling, or punctuation errors.	Uses extensive wordy, redundant, and vague language. Overuses jargon and clichés. Makes numerous grammar, spelling, or punctuation errors.	

Adapted from www.cpcc.edu/learningcollege/learning outcomes/rubrics/rubric_for_case_studies.doc
The use of http://www.plagiarismchecker.com/ was used on this assignment: Yes_____No_____

Elmira Business Institute
Student Syllabus: Business Ethics (BUS135)

Prerequisites: None   **Course Credits: 3**

Course Description

In this course students will learn how to identify ethical issues in business, how to analyze ethical issues using moral principles, and how to make recommendations to resolve the issues.

Student Learning Outcomes

Upon completion of this course, students will be able to:
- Explain why ethics is important in business and why ethical responsibilities go beyond compliance with laws and regulations.
- Describe and apply an ethical decision-making model.
- Describe moral principles
- Explain how corporate culture influences ethical decision making.
- Explain corporate social responsibility.
- Evaluate how to resolve ethical issues by using a framework of five moral principles: utilitarianism, rights, distributive justice, ethics of care, and virtue ethics.

Career Portfolio for Workplace Skills Program

Your Career Portfolio for Workplace Skills material demonstrates your competency and skills in your chosen career field. The completed portfolio will allow you to present examples of abilities and relevant skills to prospective employers as evidence of career readiness.

Individual Career Portfolio course projects must be saved to be added to your on-line portfolio that will be created in Career Placement Seminar. It is your responsibility to keep these projects safe and secure.

Career Portfolio for Workplace Skills Project for BUS135

For the Career Portfolio Project, the student will be given a case study in which the firm must decide the ethically responsibility of the firm's decision(s). The student will write a five-to-eight page paper using MLA format to explain how to resolve the issue using current ethical procedurals. The individual instructor will assign the individual cases in class and provide specific details for individual direction on the case studies.

Required Course Texts & Course Materials

Ferrell, O. C., Fraedrich, John, Ferrell, Linda. *Business Ethics Ethical Decision Making and Cases.* 10th ed. Cengage Learning. 2015. Print. (ISBN: 978-1-285-42371-5)

Supplemental educational learning materials may include and are not limited to

Articles on-line from ProQuest database: http://proquest.umi.com/pqdweb and other sites, educational videos, and/or guest speakers as assigned throughout the course.
Ghillyer, D. A. (2012). *Business Ethics Now.* (E. Haefele, Ed.) New York, New York: McGraw-Hill.

Kehoe, J. E. (Ed.). (2013). *Annual Editions: Business Ethics 12/13* (24the ed.). New York, New
      York: McGraw-Hill
Kehoe, W. J. (Ed.). (2014) *Annual Editions: Business Ethics 13/14* (25th ed.). New York, New
      York: McGraw-Hill
Jennings, Marianne M. *Business Ethics. (8th* ed.) Mason: South-Western Cengage Learning
      2014. Print. (ISBN: 9781285428710) (Selected articles.)
Relevant video/movie presentations as selected by the instructor.
Relevant articles selected by the instructor

Assessment

Essay assignments and research projects will be evaluated on a standard grading rubric. Written
examinations will be graded according to content (multiple choice, fill-in-the blank, short
answer, and/or essay).

The instructor will endeavor to return student work product by the next official class period
whenever possible. Essay and/or research projects will be returned as soon as all class projects
have been graded.

Student Homework Policy Statement

Elmira Business Institute (EBI) syllabi contain assignments in alignment with the federal gov-
ernment's definition of appropriate, assigned homework for each credit hour. For each one-
credit hour of classroom or direct faculty instruction, two hours of out-of-class student work will
be assigned. (For example: A three-credit course will include an average of six (6) hours of
homework each week.). For classes with laboratory or clinical work, a three-credit, four-hour
class will include an average of six (6) hours of homework each week. For externships, each
credit hour will include an average of three (3) hours of homework per week. Assignments are
directly relevant to course objectives and learning outcomes and are included at the end of the
syllabi. Each assignment will be graded and recorded by the instructor.

Evaluation

Assessment Type	% of Grade
Case Studies	15%
Examinations	50%
Homework	10%
Career Portfolio Project	10%
Professionalism/Attendance	15%
Total	**100%**

Grading Scheme

Numerical Average	Letter Grade	Quality Points
95-100	A	4.0
90-94	A-	3.7
86-89	B+	3.3
83-85	B	3.0
80-82	B-	2.7
76-79	C+	2.3

Numerical Average	Letter Grade	Quality Points
73-75	C	2.0
70-72	C-	1.7
68-69	D+	1.3
66-67	D	1.0
65	D-	0.7
0-64	F	0.0
Withdraw/Failing	W/F	0.0
Withdraw	W	----
Incomplete	I	----
Test Out	TO	----
Transfer of Credit	T	----

Course Policies

Behavioral Standards

Students are expected to abide by all public laws; to comply with the regulations and policies of the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. Respect for others in terms of language, demeanor, and attention to others while they are speaking is expected.

The College reserves the right to dismiss or suspend students for conduct which impedes, disrupts, or interferes with the orderly and continuous administration and operation of the College or any unit of the College. Attending EBI is not a right; it is a privilege.

As a part of its mission to prepare students for careers in the business and healthcare world, EBI requires students to dress in a manner that will create a positive self-image. Inappropriately dressed students may not be permitted to attend classes. Students in College externships are required to follow the participating organization's dress code.

No cell phone use or Internet access is allowed in the classroom unless permission is granted by the instructor and usage is course appropriate.

No eating or drinking in EBI's classroom laboratories (medical, business or technology), Library and Academic Achievement Center.

Attendance Policy

Attendance is mandatory and will be used when calculating participation/attendance. Class will begin promptly. Students who are late or absent are responsible to obtain lecture notes, assignments, and announcements after class, so as not to interfere with class time, or the work of fellow students. Along with the portfolio, one of the first questions a potential employer will ask the Career Services representative about is student attendance. Your attendance in the classroom directly represents your quality of potential work.

Students who do not attend classes after missing 14 consecutive calendar days or who fail to attend classes on a regular basis will be administratively dropped by the college. Since atten-

dance is also used to verify enrollment for financial aid purposes, it is important that students attend classes on a regular basis to avoid loss of financial aid eligibility (student loans) and federal and state grants.

Make-Up Policy
When a student is absent, that student is responsible for making up missed class work. Make-up tests or quizzes *may* be offered at the *instructor's discretion* via ONE-STOP at the Library, and it is the student's responsibility to arrange a time at the librarian's convenience. One-Stop tests and quizzes must be taken within one week of the date of absence; failure to make up work, quizzes, or exams in a timely manner may result in a 0 grade. There is no charge for make-up work.

Students will not be allowed to make up the Midterm or Final Examination for the course. Midterm or Final Examinations may only be made up with approval from the Campus Director/Dean and appropriate documentation.

Academic Integrity/Plagiarism Rules
Elmira Business Institute is committed to supporting its mission to provide an educational experience designed to develop professional competencies including developing habits of personal and professional integrity. The College expects all members of its community—students, faculty, and staff—to act honestly in all situations. Actions of Academic Dishonesty will not be tolerated. Academic Dishonesty "is any form of cheating and plagiarism which results in students giving or receiving unauthorized assistance in an academic assignment or receiving credit for work which is not their own." All students are expected to agree to a pledge of honesty concerning their academic work, and faculty is expected to maintain the standards of that code. If you think it may be cheating, it probably is.

Please keep in mind that plagiarism includes:
- Copying another person's work and claiming credit for it
- Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source whether or not it is a direct quotation
- Incorrectly citing a source
- Failing to use quotation marks for a direct quote
- Improperly paraphrasing—both the words and the structure of your writing must differ from your source

Students will be given a complete policy the first day of class to review and sign.
For questions about plagiarism or assistance at any part of the writing process, please visit the Academic Achievement Center or Library.

Academic Support
Tutoring
Tutoring is available at a variety of times throughout the week. Please see the instructor for tutoring availability each week.

Academic Achievement Center
The Academic Achievement Center (AAC) hours are posted outside the door. The AAC Lab is the first stop for help for assignments, study skills, or writing for any course.

Academic Advising/Mentoring
Academic Advising/Mentoring is provided to each student throughout the semester. Staff or Faculty Mentors can facilitate student access to learning resources and answer basic questions regarding EBI academic programs and policies.

The Library
The Library supports the academic programs of the College and offers technology to assist student research in databases and on the Internet. A Librarian is available to assist in research and navigating our resources. Use the Library catalog (http://ebi.scoolaid.net/bin/home) to search for a book in the library, access databases and e-books, and find reference tools. In-formation is also available about community resources, including scholarships, part-time employment, child care, and transportation.

Course Schedule

Lesson#	Topic(s)
1	*Importance of Business Ethics* • Business Ethics Defined • Development of Business Ethics • Developing an Organizational and Global Ethical Culture • The Benefits of Business Ethics
2	*Stakeholder Relationships, Social Responsibility, and Corporate Governance* • Stakeholders Define Ethical Issues in Business • Social Responsibility and Ethics • Issues in Social Responsibility • Corporate Governance Provides Formalized Responsibility to Stakeholders • Implementing A Stakeholder Perspective
3	*Emerging Business Ethics Issues* • Recognizing an Ethical Issue • Foundation Values for Identifying Ethical Issues • Ethical Issues and Dilemmas in Business • The Challenge of Determining an Ethical Issue in Business
4	*The Institutionalization of Business Ethics* • Managing Ethical Risk Through Mandated and Voluntary Programs • Mandated Requirements for Legal Compliance • Gatekeepers and Stakeholders • The Sarbanes-Oxley (Sox) Act • Dodd-Frank Wall Street Reform and Consumer Protection Act • Laws that Encourage Ethical Conduct • Federal Sentencing Guidelines for Organizations • Highly Appropriate Core Practices

5	*Ethical Decision Making* • A Framework for Ethical Decision Making in Business • Using the Ethical Decision-Making Model to Improve Ethical Decisions • Normative Considerations in Ethical Decision Making • Understanding Ethical Decision Making
6	*Individual Factors: Moral Philosophies and Values* • Moral Philosophy Defined • Moral Philosophies • Cognitive Moral Development and Its Problems • White-Collar Crime • Individual Factors in Business Ethics
7	*Organizational Factors: The Role of Ethical Culture and Relationships* • Defining Corporate Culture • The Role of Corporate Culture in Ethical Decision Making • Leaders Influence Corporate Culture • Variation in Employee Conduct
8	Review and Comprehensive Midterm Examination
9	*Developing an Effective Ethics Program* • The Responsibility of the Corporation as a Moral Agent • The Need for Organizational Ethics Programs • Codes of Conduct • Ethics Officers • Ethics Training and Communication • Systems to Monitor and Enforce Ethical Standards
10	*Managing and Controlling Ethics Programs* • Implementing Ethics Programs • The Ethics Audit • The Auditing Process • The strategic Importance of Ethics Auditing
11	*Globalization of Ethical Decision-Making* • Global Culture, Values, and Practices • Economic Foundations of Business Ethics • Multinational Corporation • Global Cooperation to Support Responsible Business • Global Ethics Issues
12	*Ethical Leadership* • Defining Ethical Leadership • Requirements for Ethical Leadership • Benefits of Ethical Leadership • Managing Ethical Conflicts • Leadership Styles Influence Ethical Decision • The Radar Model

13	*Sustainability: Ethical and Social Responsibility Dimensions* • Defining Sustainability • Environmental Legislation • Alternative Energy Sources • Business Response to Sustainability Issues • Strategic Implementation of Environmental Responsibility
14	Review
15	Comprehensive Final Examination

Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.
Revised February 2016 mzt

General Information about Composing a Case Analysis

In general, a case study analysis should be organized to deal with the following items:

1. Concise, chronological restatement of the history, background, and important facts of the situation.
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3. Analysis of the problem(s) – list the factors contributing to the problem(s) you have identified; that is, identify why the problem exists.
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Adapted from http://pages.towson.edu/aclardy/ORG%20BEH%20SYL.htm

Alternate Rubric for Evaluating Case Analysis
Case Analysis Evaluation   100 Points

	Above average	Average	Below average	Points
Proper Case Analysis Format (10 points)	Follows format successfully	Follows format most of the time	Does not follow format consistently	
Content – Analysis (35 points)	Gives own analysis beyond any study questions offered	Gives some analysis	Little to no analysis- only repeats case material	
Content – Support (30 points)	Offers concrete examples and relevant support	Needs more concrete examples and/or relevant support	Selects irrelevant or ineffective examples	
Organization- Effective, Persuasive (15 points)	Connects sentences and paragraphs logically to convey ideas clearly	Connects sentences/paragraphs logically on an inconsistent basis, but main ideas are discernible	Does not connect sentences/paragraphs logically – ideas are unclear	
Writing- Effective Style/Grammar/Mechanics (10 points)	Avoids irrelevant wordiness, jargon, clichés, and uses proper grammar, spelling, and punctuation. Uses professional tone.	Uses irrelevant wordiness, jargon, clichés. Need for more professional tone. Has several grammar, spelling, or punctuation errors.	Uses extensive wordy, redundant, and vague language. Overuses jargon and clichés. Makes numerous grammar, spelling, or punctuation errors.	

Adapted from www.cpcc.edu/learningcollege/learning-outcomes/rubrics/rubric_for_case_studies.doc

The use of http://www.plagiarismchecker.com/ was used on this assignment: Yes____No____

Completing an Opinion Paper
Elmira Business Institute

An opinion paper allows you to reflect and record those thoughts and assumptions you have about the reading material as it pertains to what you have learned from the text and lecture. There are no right and/or wrong answers in an opinion paper. However, you do need to support your "opinion" with facts and/or academically sound opinions of others. (This is also a nice venue to practice citations.)

- What's the author's main idea or argument, and what are the important supporting points for that idea?
- Do I agree or disagree with the main idea or argument? Why?
- Does the information apply to something that I already know about?

Grading Rubric   **Name** _____ **Grade** _____
Principles of Management

	Poor **1**	**Average** **2**	**Well Presented** **3**	**Excellent** **4**	**_____/12**
The author's main idea or argument was well explained and important, supporting points were stated.					
The student agreed or disagreed with the main idea or argument and explained why.					
Student applied the information in the article, etc., to prior learning.					
Grammar, Punctuation, Sentence Structure					

The use of http://www.plagiarismchecker.com/ was used on this assignment: Yes_____ No_____

MIDTERM   **Professionalism**   **Rubric**

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points   _____/100 points

FINAL

Professionalism Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
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Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points ————/100 points

Elmira Business Institute
Student Syllabus: Principles of Banking (BUS145)

Prerequisites: None   **Course Credits: 3**

Course Description

This course covers the fundamentals of bank functions in a descriptive fashion. Topics include banks and the monetary system, the relationship of banks to depositors, the payment functions, bank loans and accounting, regulations, and examinations. Upon completion, students should be able to demonstrate an understanding of a broad perspective of the business of banking.

Student Learning Outcomes

Upon completion of this course, students will be able to:
*   Identify the functions of a bank in our economy
*   Describe the internal structure of banks and the impact of government policy and regulation on the banking industry
*   Discuss the financial statements of a bank and use of ratios to measure financial performance
*   Describe bank lending policies and procedures as well as lending regulations
*   Define the investment function in banking, including: investment instruments; investment markets; types of risk; and yield curves
*   Describe asset liquidity management, reserve requirements and estimating a bank's liquidity needs
*   Name bank sources of funds; deposits, non-deposit liabilities and equity
*   Discuss recent trends in banking with respect to mergers, international operations, and new products

Career Portfolio for Workplace Skills Program

Your Career Portfolio for Workplace Skills material demonstrates your competency and skills in your chosen career field. The completed portfolio will allow you to present examples of abilities and relevant skills to prospective employers as evidence of career readiness.

Individual Career Portfolio course projects must be saved to be added to your on-line portfolio that will be created in Career Placement Seminar. It is your responsibility to keep these projects safe and secure.

Career Portfolio for Workplace Skills Project for BUS145

The Career Portfolio Project for BUS145 will be to identify, define, and analyze the components of Bank Investments and their Performance. The student will:
*   Describe the annual report, profit and loss statement, statement of condition and statement of cash flows. Once the student has described these actions, the students will analyze the importance of the components to the bank
*   Explain and analyze why financial statements are important to bank constituents
*   Discuss and analyze the function of the Asset and Liability Management Committee and its funds management objectives.

- Explain how banks maximize loans, investment returns, and fee income. The student will briefly describe how the Federal Reserve System can assist banks will the maximization of loans and investment returns.
- Identify typical performance measures in banking. The students will then analysis the importance of this measure to banks and consumers.
- Describe the role of budgeting in achieving bank objectives and how this can benefit the banking industry.
- Identify laws relating to financial statements and other financial reports. The students will analyze the importance of following the laws and regulations in the industry.

Required Course Texts & Course Materials

Buzzel, Allyn C. *Principles of Banking.* 11th ed. Washington: American Bankers Association, 2007. Print. (ISBN: 089982689X)

Supplemental educational learning materials may include and are not limited to

"Articles on- line from ProQuest database: http://proquest.umi.com/pqdweb and other sites, educational videos, and/or guest speakers as assigned throughout the course.

Assessment

Essay assignments and research projects will be evaluated on a standard grading rubric. Written examinations will be graded according to content (multiple choice, fill-in-the blank, short answer, and/or essay).

The instructor will endeavor to return student work product by the next official class period whenever possible. Essay and/or research projects will be returned as soon as all class projects have been graded.

Student Homework Policy Statement

Elmira Business Institute (EBI) syllabi contain assignments in alignment with the federal government's definition of appropriate, assigned homework for each credit hour. For each one-credit hour of classroom or direct faculty instruction, two hours of out-of-class student work will be assigned. (For example: A three-credit course will include an average of six (6) hours of homework each week.). For classes with laboratory or clinical work, a three-credit, four-hour class will include an average of six (6) hours of homework each week. For externships, each credit hour will include an average of three (3) hours of homework per week. Assignments are directly relevant to course objectives and learning outcomes and are included at the end of the syllabi. Each assignment will be graded and recorded by the instructor.

Evaluation

Assessment Type	% of Grade
Attendance/Professionalism	15 %
Case Studies	15%
Homework	20%
Career Portfolio Project	15%
Examinations	35%
Total	100%

Grading Scheme

Numerical Average	Letter Grade	Quality Points
95-100	A	4.0
90-94	A-	3.7
86-89	B+	3.3
83-85	B	3.0
80-82	B-	2.7
76-79	C+	2.3
73-75	C	2.0
70-72	C-	1.7
68-69	D+	1.3
66-67	D	1.0
65	D-	0.7
0-64	F	0.0
Withdraw/Failing	W/F	0.0
Withdraw	W	----
Incomplete	I	----
Test Out	TO	----
Transfer of Credit	T	----

Course Policies

Behavioral Standards

Students are expected to abide by all public laws; to comply with the regulations and policies of the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. Respect for others in terms of language, demeanor, and attention to others while they are speaking is expected.

The College reserves the right to dismiss or suspend students for conduct which impedes, disrupts, or interferes with the orderly and continuous administration and operation of the College or any unit of the College. Attending EBI is not a right; it is a privilege.

As a part of its mission to prepare students for careers in the business and healthcare world, EBI requires students to dress in a manner that will create a positive self-image. Inappropriately dressed students may not be permitted to attend classes. Students in College externships are required to follow the participating organization's dress code.

No cell phone use or Internet access is allowed in the classroom unless permission is granted by the instructor and usage is course appropriate.

No eating or drinking in EBI's classroom laboratories (medical, business or technology), Library and Academic Achievement Center.

Attendance Policy

Attendance is mandatory and will be used when calculating participation/attendance. Class will begin promptly. Students who are late or absent are responsible to obtain lecture notes, assign-

ments, and announcements after class, so as not to interfere with class time, or the work of fellow students. Along with the portfolio, one of the first questions a potential employer will ask the Career Services representative about is student attendance. Your attendance in the classroom directly represents your quality of potential work.

Students who do not attend classes after missing 14 consecutive calendar days or who fail to attend classes on a regular basis will be administratively dropped by the college. Since attendance is also used to verify enrollment for financial aid purposes, it is important that students attend classes on a regular basis to avoid loss of financial aid eligibility (student loans) and federal and state grants.

Make-Up Policy
When a student is absent, that student is responsible for making up missed class work. Make-up tests or quizzes *may* be offered at the *instructor's discretion* via ONE-STOP at the Library, and it is the student's responsibility to arrange a time at the librarian's convenience. One-Stop tests and quizzes must be taken within one week of the date of absence; failure to make up work, quizzes, or exams in a timely manner may result in a 0 grade. There is no charge for make-up work.

Students will not be allowed to make up the Midterm or Final Examination for the course. Midterm or Final Examinations may only be made up with approval from the Campus Director/Dean and appropriate documentation.

Academic Integrity/Plagiarism Rules
Elmira Business Institute is committed to supporting its mission to provide an educational experience designed to develop professional competencies including developing habits of personal and professional integrity. The College expects all members of its community—students, faculty, and staff—to act honestly in all situations. Actions of Academic Dishonesty will not be tolerated. Academic Dishonesty "is any form of cheating and plagiarism which results in students giving or receiving unauthorized assistance in an academic assignment or receiving credit for work which is not their own." All students are expected to agree to a pledge of honesty concerning their academic work, and faculty is expected to maintain the standards of that code. If you think it may be cheating, it probably is.

Please keep in mind that plagiarism includes:
- Copying another person's work and claiming credit for it
- Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source whether or not it is a direct quotation
- Incorrectly citing a source
- Failing to use quotation marks for a direct quote
- Improperly paraphrasing—both the words and the structure of your writing must differ from your source

Students will be given a complete policy the first day of class to review and sign.
For questions about plagiarism or assistance at any part of the writing process, please visit the Academic Achievement Center or Library.

Academic Support

Tutoring
Tutoring is available at a variety of times throughout the week. Please see the instructor for tutoring availability each week.

Academic Achievement Center
The Academic Achievement Center (AAC) hours are posted outside the door. The AAC Lab is the first stop for help for assignments, study skills, or writing for any course.

Academic Advising/Mentoring
Academic Advising/Mentoring is provided to each student throughout the semester. Staff or Faculty Mentors can facilitate student access to learning resources and answer basic questions regarding EBI academic programs and policies.

The Library
The Library supports the academic programs of the College and offers technology to assist student research in databases and on the Internet. A Librarian is available to assist in research and navigating our resources. Use the Library catalog (http://ebi.scoolaid.net/bin/home) to search for a book in the library, access databases and e-books, and find reference tools. In-formation is also available about community resources, including scholarships, part-time employment, child care, and transportation.

Course Schedule

Lesson#	Topic(s)
1	*Banking and You* • Discuss the roles of bank employees • Describe a bank's organizational structure • Explain bank products & services • Describe the role of banks in their communities • Discuss the benefits of banking partner & outsourcing relationships • Identify trends in banking
2	*The U.S. Banking System* • Describe the role of banking in the nation's economy • Explain the evolution of the U.S. banking system • Discuss banking events & legislation in the twentieth & early twenty-first centuries • Describe the structure and duties of the Federal Reserve System • Identify bank regulators and major bank regulations
3	*Money and Banking* • Describe the functions & properties of money • Define the components & measures of the money supply • Discuss money supply & the flow of economic activity • Explain the role of banks in money creation • Discuss how the Federal Reserve effects monetary policy in the economy

4	*Deposit Accounts* • Describe common deposit accounts banks offer • Identify deposit-related services to customers • Describe types of account ownership • Explain requirements for opening deposit accounts • Describe banking regulation for deposit products & services • Discuss federal deposit insurance coverage
5	*Payments: Cash* • Describe the care and distribution of coin and currency • Explain banking laws and regulations related to payment processes • Describe the components of a check and a negotiable instrument • Identify the types of bank checks and endorsements • Explain the check payment process • Identify typical check fraud schemes
6	*Electronic Banking* • Discuss major development since electronic banking • Describe electronic banking services commonly used by consumers • Identify electronic banking services used by businesses • Describe some current developments & future trends in electronic banking • Explain provisions of the Electronic Fund Transfer Act; Expedited Funds Availability Act; FRS Regulation J, Collection of Checks & Funds Transfers; Check Clearing for the 21 Century and the E-Sign Act.
7	*Lending* • Explain the importance of the lending function • Describe lending products & services for bank customers • Describe the steps in the lending process • Explain how the bank board of directors governs loan policy • Describe laws & regulations relating to lending
8	***Comprehensive Midterm Examination***
9	*Personal Financial Planning* • Explain the need for financial planning services • Describe the financial planning tools & process • Identify the insurance, investment, & trust products banks offer • Explain how banks offer investment, insurance & trust services • Identify retirement plan considerations & products • Discuss laws, regulation, & expectations for banks & bankers engaged in providing investment, insurance, & trust services.

10	*Business and International Banking Services* • Identify cash management services for businesses • Identify insurance products banks offer to businesses • Describe capital market products & services • Explain bank trust services available to businesses • Discuss international banking services that foster foreign trade • Describe some laws & regulations that pertain to business & international banking services
11	*Bank Investments and Performance* • Describe the annual report, profit & loss statement, statement of condition, & statement of cash flows • Explain why financial statements are important to bank constituents • Discuss the function of the Asset and Liability Management Committee and its funds management objectives • Explain how banks maximize loan & investment returns & fee income • Identify typical performance measures in banking • Describe the role of budgeting in achieving bank objective • Identify laws relating to financial statements & other financial reports.
12	*Building Relationships: Sales, Marketing, and Customer Service* • Discuss how sales, marketing, & service help build customer relationships • Explain the components of a market-driven strategy • Identify what customers expect from bankers • Discuss the nature & importance of cross-selling & referrals • Explain how a customer makes a purchase decision • Identify the components of effective product development • Describe the laws governing telemarketing by phone, fax, & email
13	*Safeguarding Customer Information* • Describe methods by which banks secure data • Describe how banks identify customers • Define the types of fraud perpetrated against bank customers • Explain how customers can protect their privacy • Discuss some laws & regulations that address financial privacy & security

14	*Safeguarding the Bank, the Economy, and the Nation*
	   • Explain the bank examination rating systems used by regulators
	   • Describe the roles of the board of directors, bank committees, officers, and employees in safeguarding bank assets
	   • Explain some processes for employee hiring & vendor management
	   • Describe typical crimes against banks
	   • Describe how banks help safeguard the economy & the nation

15	**Final Examination**

Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.

Revised February 2016 mzt

General Information about Composing a Case Analysis

In general, a case study analysis should be organized to deal with the following items:
1. Concise, chronological restatement of the history, background, and important facts of the situation.
2. Identification of major problem(s) and issues – clearly state what the problem(s) and issues are as you interpret the case.
3. Analysis of the problem(s) – list the factors contributing to the problem(s) you have identified; that is, identify why the problem exists.
4. Possible outcomes/solution(s) – State your recommendations for dealing with the problem(s) and issues you have identified.

Adapted from http://pages.towson.edu/aclardy/ORG%20BEH%20SYL.htm

Alternate Rubric for Evaluating Case Analysis
Case Analysis Evaluation   100 Points

	Above average	Average	Below average	Points
Proper Case Analysis Format (10 points)	Follows format successfully	Follows format most of the time	Does not follow format consistently	
Content – Analysis (35 points)	Gives own analysis beyond any study questions offered	Gives some analysis	Little to no analysis- only repeats case material	
Content – Support (30 points)	Offers concrete examples and relevant support	Needs more concrete examples and/or relevant support	Selects irrelevant or ineffective examples	
Organization- Effective, Persuasive (15 points)	Connects sentences and paragraphs logically to convey ideas clearly	Connects sentences/paragraphs logically on an inconsistent basis, but main ideas are discernible	Does not connect sentences/paragraphs logically – ideas are unclear	
Writing- Effective Style/Grammar/Mechanics (10 points)	Avoids irrelevant wordiness, jargon, clichés, and uses proper grammar, spelling, and punctuation. Uses professional tone.	Uses irrelevant wordiness, jargon, clichés. Need for more professional tone. Has several grammar, spelling, or punctuation errors.	Uses extensive wordy, redundant, and vague language. Overuses jargon and clichés. Makes numerous grammar, spelling, or punctuation errors.	

Adapted from www.cpcc.edu/learningcollege/learning-outcomes/rubrics/rubric_for_case_studies.doc

The use of http://www.plagiarismchecker.com/ was used on this assignment: Yes____No____

MIDTERM   Professionalism   Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points   _____/100 points

Student's Signature: _____   Date: _____

10

FINAL

Professionalism Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
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Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points   _____/100 points

Generic Writing Rubric

	Excellent: 5	Above Average: 4	Average: 3	Fair: 2	Poor: 1	**Automatic Failure:** (A check in this column will result in an automatic failure of the project.)	Score:
Completeness: (1-2 pages minimum)	Student goes beyond the requirement of the project. (1.5-2 pages)	Student meets the upper end of the requirement of the project. (1.5 pages)	Student meets the base requirement of the project. (1 full page)	Student has barely one page.	Student has not met the criteria.		
Content: (varies per course)	Introduction, conclusion, and all questions answered above and beyond.	Introduction, conclusion, and all questions	One page of content had been met	Less than one page.	Did not meet the criteria.		
Grammar:	Student shows excellent control of grammar and style.	Student shows above average control of grammar and style with no more than 3 mistakes in the whole project.	Student shows average control of grammar and style with no more than 6 mistakes in the whole project.	Student shows fair control of grammar and style with no more than 10 mistakes in the whole project.	Student shows poor control of grammar and style with no more than 14 mistakes in the whole project.	Student shows no control of grammar and style with more than 20 mistakes in the whole project.	
Evidence:	Student uses more sources than are required, and sources used are all academic and scholarly.	Student uses the required number of sources and they are all academic and scholarly.	Student uses the required number of sources but some may be non-academic.	Student uses less than the required number of sources and some are non-academic.	Student uses all non-academic sources.		
MLA:	MLA style is exemplary and used consistently and extensively throughout the manuscript.	MLA style is used consistently with 1-3 errors throughout the manuscript.	MLA style is used throughout the manuscript but exhibits 4-5 common errors.	MLA style is used inconsistently throughout the manuscript; 6-7 MLA errors are noted.	MLA style is poorly demonstrated. More than 8-10 MLA errors are noted.	More than 10 MLA errors are noted.	N/A
Timeliness:	Hands in early		Hands in on time	Hands in one day late	Hands in one week late		

	A
	B
	C
	D
(or one of the automatic failures)	F

Comments:

The use of http://www.plagiarismchecker.com/ was used on this assignment: Yes_____No_____

Elmira Business Institute
Student Syllabus: Introduction to Entrepreneurship (BUS215)

Prerequisites: None   **Course Credits: 3**

Course Description

This course is the study of how small businesses are established and operated. In particular, the course examines the conversion of ideas into successful business ventures. Topics include general business operations, management, accounting, and marketing in a small firm environment.

Student Learning Outcomes

Upon completion of this course, students will be able to:
* Define the role of small business in the marketplace.
* Explain the importance of small business to the national economy.
* Analyze and apply a small business course of action to business problems and opportunities in a team setting.
* Describe the nature of small business management versus large corporate management.
* Demonstrate the importance of ethical behavior in the small business environment.
* Describe the importance of social responsibility to the community.
* Define the role of the employee in a small business.
* Examine the functions of a small business owner.
* Identify the meaning of cultural diversity and how it impacts a small business.
* Identify the types of changes that can occur in a small business environment.
* Define the role of technology in small business and how that technology can be utilized to operate the business.
* Justify the importance and need for lifelong learning to expand and grow the small business.

Career Portfolio for Workplace Skills Program

Your Career Portfolio for Workplace Skills material demonstrates your competency and skills in your chosen career field. The completed portfolio will allow you to present examples of abilities and relevant skills to prospective employers as evidence of career readiness.

Individual Career Portfolio course projects must be saved to be added to your on-line portfolio that will be created in Career Placement Seminar. It is your responsibility to keep these projects safe and secure.

Career Portfolio for Workplace Skills Project for BUS215
The student will respond to the following questions using MLA format with a minimum of three to five pages:

Define the Entrepreneurial Process, in particular define and analyze the following components for their own entrepreneurial venture:
     Define and analyze critical factors for Starting a New Enterprise
     Evaluate the Opportunities for New Businesses

Determine the resource needs and Acquiring Resources Startup Capital
Define and analyze the profit potential for a new enterprise
Define and analyze the ingredients for a Successful New Business

Once the student has defined and analyzed the above components, the student will present to the class a Marketing Presentation on their entrepreneurial venture. The student will be responsible for creating their own entrepreneurial venture, for example, the student may want to own their own bookstore or toy store, etc. The presentation will present the firm, the specific products, and the details of why the product is superior to other products.

Required Course Texts & Course Materials

Allen, Kathleen R. *Launching New Ventures: An Entrepreneurial Approach.* 7th ed. Ohio:
    South-Western Cengage Learning. Print. 2012. (ISBN: 9781305102507)

Supplemental educational learning materials may include and are not limited to
None

Assessment

Essay assignments and research projects will be evaluated on a standard grading rubric. Written examinations will be graded according to content (multiple choice, fill-in-the blank, short answer, and/or essay).

The instructor will endeavor to return student work product by the next official class period whenever possible. Essay and/or research projects will be returned as soon as all class projects have been graded.

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Evaluation

Assessment Type	% of Grade
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Grading Scheme

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70-72	C-	1.7
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66-67	D	1.0
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0-64	F	0.0
Withdraw/Failing	W/F	0.0
Withdraw	W	----
Incomplete	I	----
Test Out	TO	----
Transfer of Credit	T	----

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Please keep in mind that plagiarism includes:
- Copying another person's work and claiming credit for it
- Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source whether or not it is a direct quotation
- Incorrectly citing a source
- Failing to use quotation marks for a direct quote
- Improperly paraphrasing—both the words and the structure of your writing must differ from your source

Students will be given a complete policy the first day of class to review and sign.
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Academic Advising/Mentoring is provided to each student throughout the semester. Staff or Faculty Mentors can facilitate student access to learning resources and answer basic questions regarding EBI academic programs and policies.

The Library
The Library supports the academic programs of the College and offers technology to assist student research in databases and on the Internet. A Librarian is available to assist in research and navigating our resources. Use the Library catalog (http://ebi.scoolaid.net/bin/home) to search for a book in the library, access databases and e-books, and find reference tools. Information is also available about community resources, including scholarships, part-time employment, child care, and transportation.

Course Schedule

Lesson #	Topic(s)
1	*The Power of Entrepreneurship* • Understand the role of entrepreneurship and small business in the U.S. • Discuss the causes of the Entrepreneurial Revolution • Understand the Global Entrepreneurial Monitor and the principal findings from GEM • Discuss 21st-Century Economies: Anglo-Saxon or Social Models?
2	*The Entrepreneurial Process* • Discuss the critical factors necessary for starting a new enterprise • Understand how to evaluate opportunities for new businesses • Determine resource needs, practices to acquire resources startup capital, and profit potential • Discuss the ingredients necessary for a successful new business
3	*Opportunity Recognition, Shaping, and Reshaping* • Understand how to develop a good idea by considering opportunity, the customer, competition, suppliers and vendors, the government, and the global environment
4	*Understanding Your Business Model and Developing Your Strategy* • Understand how to develop a business model • Discuss the First-Mover Myth • Decide how to formulate a winning strategy

5	*Entrepreneurial Marketing* - Understand why marketing is critical for entrepreneurs - Discuss the unique marketing challenges entrepreneurs face - Develop an understanding of how to acquire market information - Discuss marketing strategies including Guerrilla Marketing and marketing skills for managing growth
6	*Building the Founding Team* - Understand the power of the team, where individuals fit within a team, and strategies to build a powerful team - Discuss bootstrapping - Understand compensation: equity, salary, and other compensation considerations
7	*The Business Planning Process* - Evaluate the planning process using the Story Model - Develop a business plan *Building Your Pro-Forma Financial Statements* - Discuss common mistakes, and evaluate the importance of building a proper pro-forma financial statement - Discuss various methods of developing financial statements - Learn to build Integrated Financial Statements: Income Statement, Balance Sheet, and Cash-Flow Statement
8	Midterm Examination
9	*Financing Entrepreneurial Ventures Worldwide* - Discuss global financing of entrepreneurs including informal investors - Understand venture capital and factors affecting availability of financing
10	*Raising Money for Starting and Growing Businesses* - Understand avenues for raising money including bootstrapping new ventures - Evaluate the process of valuation including Asset-Based Valuation, Market-Comparable Valuation, and harvesting investments
11	*Debt and Other Forms of Financing* - Understand the process of getting access to funds and the cash conversion cycle - Understand the process of getting cash from receivables and inventories, using accounts receivable as working capital, and sources of short-term cash: More Payables, Less Receivables - Discuss obtaining bank loans through accounts receivables financing and obtaining "Financing" from Customer Prepayments - Understand how to choose the right mix of short-term financing - Discuss traditional bank lending: short-term bank loans, equipment financing, obtaining early financing from external sources, and planning cash flow and planning profits

12	*Legal and Tax Issues* • Evaluate various legal and tax issues including leaving your present position, choosing an attorney, choosing an accountant, and issues hiring employees • Discuss various legal forms, stockholders and operating agreements • Evaluate insurance options
13	*Intellectual Property* • Understand the legal basis for intellectual property • Discuss the importance of obtaining patents, guarding trade secrets, trademarks, copyright regulations, etc. • Understand international protection of intellectual property, how to transfer licensing, software protection,, and IP agreements
14	*Entrepreneurial Growth* • Understand the importance of transitioning from startup mode to growth through use of a Model of Driving Forces of Growth • Recognize the opportunity domain and identify organizational resources and capabilities • Discuss leadership qualities *Social Entrepreneurship: An Overview* • Discuss new forms of organizations
15	Final Examination

Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.

Revised February 2016 mzt

General Information about Composing a Case Analysis

In general, a case study analysis should be organized to deal with the following items:

- Concise, chronological restatement of the history, background, and important facts of the situation.

- Identification of major problem(s) and issues – clearly state what the problem(s) and issues are as you interpret the case.

- Analysis of the problem(s) – list the factors contributing to the problem(s) you have identified; that is, identify why the problem exists.

- Possible outcomes/solution(s) – State your recommendations for dealing with the problem(s) and issues you have identified.

Adapted from http://pages.towson.edu/aclardy/ORG%20BEH%20SYL.htm

Alternate Rubric for Evaluating Case Analysis
Case Analysis Evaluation   100 Points

	Above average	Average	Below average	Points
Proper Case Analysis Format (10 points)	Follows format successfully	Follows format most of the time	Does not follow format consistently	
Content – Analysis (35 points)	Gives own analysis beyond any study questions offered	Gives some analysis	Little to no analysis- only repeats case material	
Content – Support (30 points)	Offers concrete examples and relevant support	Needs more concrete examples and/or relevant support	Selects irrelevant or ineffective examples	
Organization- Effective, Persuasive (15 points)	Connects sentences and paragraphs logically to convey ideas clearly	Connects sentences/paragraphs logically on an inconsistent basis, but main ideas are discernible	Does not connect sentences/paragraphs logically – ideas are unclear	
Writing- Effective Style/Grammar/Mechanics (10 points)	Avoids irrelevant wordiness, jargon, clichés, and uses proper grammar, spelling, and punctuation. Uses professional tone.	Uses irrelevant wordiness, jargon, clichés. Need for more professional tone. Has several grammar, spelling, or punctuation errors.	Uses extensive wordy, redundant, and vague language. Overuses jargon and clichés. Makes numerous grammar, spelling, or punctuation errors.	

Adapted from www.cpcc.edu/learningcollege/learning-outcomes/rubrics/rubric_for_case_studies.doc

The use of http://www.plagiarismchecker.com/ was used on this assignment: Yes____No____

MIDTERM

Professionalism Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points _____/100 points

Student's Signature: _____   Date: _____

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FINAL

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points   _____/100 points

10

Elmira Business Institute
Student Syllabus: BUS220

Prerequisites: None   **Course Credits: 3**

Course Description

This course is designed to give students an introduction in the field of statistical analysis of business and economic data as it applies to management decisions. Topics will include data analysis, understanding central tendencies and their applications to business, understanding basic probability, sampling, confidence interval estimation, and regression analysis.

Student Learning Outcomes

Upon completion of this course, students will be able to:
- Demonstrate how businesses use statistics using spreadsheet applications
- Describe the basics of central tendencies and their applications to business
- Explain the basics of distribution
- Define and analyze the process of sampling
- Explain the basics of simple and multiple regression analysis

Career Portfolio for Workplace Skills Program

Your Career Portfolio for Workplace Skills material demonstrates your competency and skills in your chosen career field. The completed portfolio will allow you to present examples of abilities and relevant skills to prospective employers as evidence of career readiness.

Individual Career Portfolio course projects must be saved to be added to your on-line portfolio that will be created in Career Placement Seminar. It is your responsibility to keep these projects safe and secure.

Career Portfolio for Workplace Skills Project for BUS220

For the Career Portfolio Project, the student will be given a large data set in Microsoft Excel, upon which the student must perform a statistical analysis. A template describing each requested variable will be provided. The student will be asked to write a brief summary to accompany the statistical results.

Required Course Texts & Course Materials

Levine, David M., Stephan, David F. Szabat, Kathryn A.; *Statistics for Managers: Using Microsoft Excel*. 7th Ed. Boston: Pearson Education, Inc. Prentice Hall. 2014. Print. (ISBN: 9780133061819)

Supplemental educational learning materials may include and are not limited to
Urdan, Timothy C. *Statistics in Plain English*. New York: Routledge, 2010. Print. (ISBN: 9780415872911)
Rumsey, Deborah J. *Statistics for Dummies*. Sumerset, NJ: Wiley, 2011. Print. (ISBN: 90780470911082)

Assessment

Essay assignments and research projects will be evaluated on a standard grading rubric. Written examinations will be graded according to content (multiple choice, fill-in-the blank, short answer, and/or essay).

The instructor will endeavor to return student work product by the next official class period whenever possible. Essay and/or research projects will be returned as soon as all class projects have been graded.

Student Homework Policy Statement

Elmira Business Institute (EBI) syllabi contain assignments in alignment with the federal government's definition of appropriate, assigned homework for each credit hour. For each one-credit hour of classroom or direct faculty instruction, two hours of out-of-class student work will be assigned. (For example: A three-credit course will include an average of six (6) hours of homework each week.). For classes with laboratory or clinical work, a three-credit, four-hour class will include an average of six (6) hours of homework each week. For externships, each credit hour will include an average of three (3) hours of homework per week. Assignments are directly relevant to course objectives and learning outcomes and are included at the end of the syllabi. Each assignment will be graded and recorded by the instructor.

Evaluation

Assessment Type	% of Grade
Attendance/Professionalism	15%
Homework	15%
Quizzes (In-Class Tutorials)	15%
Career Portfolio Project	15%
Examinations	40%
Total	100%

Grading Scheme

Numerical Average	Letter Grade	Quality Points
95-100	A	4.0
90-94	A-	3.7
86-89	B+	3.3
83-85	B	3.0
80-82	B-	2.7
76-79	C+	2.3
73-75	C	2.0
70-72	C-	1.7
68-69	D+	1.3
66-67	D	1.0
65	D-	0.7
0-64	F	0.0
Withdraw/Failing	W/F	0.0
Withdraw	W	----
Incomplete	I	----
Test Out	TO	----
Transfer of Credit	T	----

Course Policies

Behavioral Standards

Students are expected to abide by all public laws; to comply with the regulations and policies of the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. Respect for others in terms of language, demeanor, and attention to others while they are speaking is expected.

The College reserves the right to dismiss or suspend students for conduct which impedes, disrupts, or interferes with the orderly and continuous administration and operation of the College or any unit of the College. Attending EBI is not a right; it is a privilege.

As a part of its mission to prepare students for careers in the business and healthcare world, EBI requires students to dress in a manner that will create a positive self-image. Inappropriately dressed students may not be permitted to attend classes. Students in College externships are required to follow the participating organization's dress code.

No cell phone use or Internet access is allowed in the classroom unless permission is granted by the instructor and usage is course appropriate.

No eating or drinking in EBI's classroom laboratories (medical, business or technology), Library and Academic Achievement Center.

Attendance Policy

Attendance is mandatory and will be used when calculating participation/attendance. Class will begin promptly. Students who are late or absent are responsible to obtain lecture notes, assignments, and announcements after class, so as not to interfere with class time, or the work of fellow students. Along with the portfolio, one of the first questions a potential employer will ask the Career Services representative about is student attendance. Your attendance in the classroom directly represents your quality of potential work.

Students who do not attend classes after missing 14 consecutive calendar days or who fail to attend classes on a regular basis will be administratively dropped by the college. Since attendance is also used to verify enrollment for financial aid purposes, it is important that students attend classes on a regular basis to avoid loss of financial aid eligibility (student loans) and federal and state grants.

Make-Up Policy

When a student is absent, that student is responsible for making up missed class work. Make-up tests or quizzes *may* be offered at the *instructor's discretion* via ONE-STOP at the Library, and it is the student's responsibility to arrange a time at the librarian's convenience. One-Stop tests and quizzes must be taken within one week of the date of absence; failure to make up work, quizzes, or exams in a timely manner may result in a 0 grade. There is no charge for make-up work.

Students will not be allowed to make up the Midterm or Final Examination for the course. Midterm or Final Examinations may only be made up with approval from the Campus Director/Dean and appropriate documentation.

Academic Integrity/Plagiarism Rules
Elmira Business Institute is committed to supporting its mission to provide an educational experience designed to develop professional competencies including developing habits of personal and professional integrity. The College expects all members of its community—students, faculty, and staff—to act honestly in all situations. Actions of Academic Dishonesty will not be tolerated. Academic Dishonesty "is any form of cheating and plagiarism which results in students giving or receiving unauthorized assistance in an academic assignment or receiving credit for work which is not their own." All students are expected to agree to a pledge of honesty concerning their academic work, and faculty is expected to maintain the standards of that code. If you think it may be cheating, it probably is.

Please keep in mind that plagiarism includes:
- Copying another person's work and claiming credit for it
- Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source <u>whether or not it is a direct quotation</u>
- Incorrectly citing a source
- Failing to use quotation marks for a direct quote
- Improperly paraphrasing—both the <u>words</u> and the <u>structure</u> of your writing must differ from your source

Students will be given a complete policy the first day of class to review and sign.
For questions about plagiarism or assistance at any part of the writing process, please visit the Academic Achievement Center or Library.

Academic Support
Tutoring
Tutoring is available at a variety of times throughout the week. Please see the instructor for tutoring availability each week.

Academic Achievement Center
The Academic Achievement Center (AAC) hours are posted outside the door. The AAC Lab is the first stop for help for assignments, study skills, or writing for any course.

Academic Advising/Mentoring
Academic Advising/Mentoring is provided to each student throughout the semester. Staff or Faculty Mentors can facilitate student access to learning resources and answer basic questions regarding EBI academic programs and policies.

The Library
The Library supports the academic programs of the College and offers technology to assist student research in databases and on the Internet. A Librarian is available to assist in research and navigating our resources. Use the Library catalog (http://ebi.scoolaid.net/bin/home) to

search for a book in the library, access databases and e-books, and find reference tools. Information is also available about community resources, including scholarships, part-time employment, child care, and transportation.

Course Schedule

Lesson#	Topic(s)
1	*Introduction* • Discuss how businesses use statistics • Understand the basic vocabulary of statistics • Explain the use of Microsoft Excel with this book • Cover the use of Google Drive for this course
2	*Organizing and Visualizing Data* • Describe the sources of data used in business • Understand the types of data used in business • Construct tables & charts for numerical data • Construct tables & charts for categorical data • Know the principles of properly presenting graphs
3	*Numerical Descriptive Measures* • Describe the properties of central tendency, variation, and shape • Construct & interpret a boxplot • Compute descriptive summary measures for a population • Compute the covariance & the coefficient of correlation
4	*QUIZ on Organizing and Visualizing Data* *Basic Probability* • Know basic probability concepts • Know conditional probability • Know Bayes' theorem to revise probabilities
5	*Discrete Probability Distributions* • Describe the properties of a probability distribution • Compute the expected value & variance of a probability distribution • Calculate the covariance & understand its use in finance. • Compute probabilities from binomial, Poisson, & hyper geometric distributions. • Know how the binomial, Poisson, & hyper geometric distributions can be used to solve business problems
6	*QUIZ on Probability* *The Normal Distribution and Other Continuous Distributions* • Compute probabilities from the normal distribution • Describe how to use the normal distribution to solve business problems. • Use the normal probability plot to determine whether a set of data is approximately normally distributed. • Compute probabilities form the uniform distribution • Compute probabilities from the exponential distribution

7	*Sampling and Sampling Distributions* • Describe different sampling methods • Understand the concept of the sampling distribution • Compute probabilities related to the sample mean & the sample proportion • The importance of the Central Limit Theorem
8	*Midterm Examination: Data Definitions, Probability, Distributions*
9	*Confidence Interval Estimation* • Construct & interpret confidence interval estimates for the mean & the proportion • Determine the sample size necessary to develop a confidence interval estimate for the mean or proportion • Explain how to use confidence interval estimates in auditing
10	*Fundamentals of Hypothesis Testing: One-Sample Tests* • Understand the basic principles of hypothesis testing • Describe how to use hypothesis testing to test a mean or proportion • Evaluate the assumptions of each hypothesis-testing procedure, how to evaluate them, and the consequences if they are seriously violated • How to avoid the pitfalls involved in hypothesis testing • Ethical issues involved in hypothesis testing
11	*Two-Sample Tests* • Describe the means of two independent populations • Describe the means of two related population • Understand the proportions of two independent populations • Understand the variances of two independent populations
12	*QUIZ on One- and Two-Sample Tests,* *Analysis of Variance, Chi-Square and Nonparametric Tests* • Describe how to use the one-way analysis of variance to test for differences among the means of several groups • Understand how to use the two-way analysis of variance and interpret the interaction effect • Understand how and when to use the chi-square test for contingency tables • Understand how to use the Marascuilo procedure for determining pairwise differences when evaluating more than two proportions. • Understand how and when to use the McNemar test • Understand how & when to use nonparametric tests

13	*Simple Linear Regression* • Describe how to use regression analysis to predict the value of a dependent variable based on an independent variable. • Understand the meaning of the regression coefficients b0 and b1. • Evaluate the assumptions of regression analysis & know what to do if the assumptions are violated. • Describe how to make inferences about the slope & correlation coefficient. • Estimate mean values & predict individual values.
14	*Introduction to Multiple Regression* • Develop a multiple regression model • Interpret the regression coefficients • Determine which independent variable to include in the regression model • Determine which independent variable are most important in predicting a dependent variable • Determine how to use categorical independent variables in a regression model
15	• ***Final Examination***

Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.

Revised February 2016 mzt

General Information about Composing a Case Analysis

In general, a case study analysis should be organized to deal with the following items:
1. Concise, chronological restatement of the history, background, and important facts of the situation.
2. Identification of major problem(s) and issues – clearly state what the problem(s) and issues are as you interpret the case.
3. Analysis of the problem(s) – list the factors contributing to the problem(s) you have identified; that is, identify why the problem exists.
4. Possible outcomes/solution(s) – State your recommendations for dealing with the problem(s) and issues you have identified.

Adapted from http://pages.towson.edu/aclardy/ORG%20BEH%20SYL.htm

Alternate Rubric for Evaluating Case Analysis
Case Analysis Evaluation   100 Points

	Above average	Average	Below average	Points
Proper Case Analysis Format (10 points)	Follows format successfully	Follows format most of the time	Does not follow format consistently	
Content – Analysis (35 points)	Gives own analysis beyond any study questions offered	Gives some analysis	Little to no analysis- only repeats case material	
Content – Support (30 points)	Offers concrete examples and relevant support	Needs more concrete examples and/or relevant support	Selects irrelevant or ineffective examples	
Organization- Effective, Persuasive (15 points)	Connects sentences and paragraphs logically to convey ideas clearly	Connects sentences/paragraphs logically on an incon-sistent basis, but main ideas are discernible	Does not connect sentences/paragraphs logically – ideas are unclear	
Writing- Effective Style/Grammar/Mechanics (10 points)	Avoids irrelevant wordiness, jargon, clichés, and uses proper grammar, spelling, and punctuation. Uses professional tone.	Uses irrelevant wordiness, jargon, clichés. Need for more professional tone. Has several grammar, spelling, or punctuation errors.	Uses extensive wordy, redundant, and vague language. Overuses jargon and clichés. Makes numerous grammar, spelling, or punctuation errors.	

Adapted from www.cpcc.edu/learningcollege/learning-outcomes/rubrics/rubric_for_case_studies.doc

The use of http://www.plagiarismchecker.com/ was used on this assignment: Yes____No____

MIDTERM

Professionalism Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points _____/100 points

Student's Signature: _____   Date: _____

9

FINAL

Professionalism Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points   _____/100 points

Elmira Business Institute
Student Syllabus: Human Resource Management (BUS230)

Prerequisites: None   **Course Credits: 3**

Course Description

The study of how organizations increase human resources productivity while maintaining compliance with various laws and regulations. Topics include selection, orientation, training, compensation, benefits, safety, performance evaluations, manpower planning, discipline, and grievance.

Student Learning Outcomes

Upon completion of this course, students will be able to:
- Develop skills to meet the challenge of human resources management
- Develop skills for meeting human resources requirements
- Develop effectiveness in human resources
- Implement compensation and security policies and procedures
- Enhance employee-management relations
- Expand human resources management horizons

Career Portfolio for Workplace Skills Program

Your Career Portfolio for Workplace Skills material demonstrates your competency and skills in your chosen career field. The completed portfolio will allow you to present examples of abilities and relevant skills to prospective employers as evidence of career readiness.

Individual Career Portfolio course projects must be saved to be added to your on-line portfolio that will be created in Career Placement Seminar. It is your responsibility to keep these projects safe and secure.

Career Portfolio for Workplace Skills Project for BUS230

The student will define and analyze the following components of the nature of Human Resource Management using MLA format and a minimum of three to five pages:
- Describe and analyze contemporary Human Resources perspectives
- Define and analyze the evolution of the Human Resources function
- Define and analyze the emerging Human Resources challenges
- Define and analyze the goal of Human Resources management
- Explain facilitating organizational competitiveness
- Analyze how to enhance productivity and quality in the Human Resources section
- Analyze the setting for Human Resource management

For the second part of the Project, the student will be given a case study in which a manager had a conflict in the workplace. The student will write an additional three to seven pages using MLA format to explain how to resolve the conflict using current Human Resources Management Theory. The individual instructor will assign the individual cases in class and provide specific details for individual direction on the case studies.

Required Course Texts & Course Materials

DeNisi, Angelo S. and Griffin, Ricky W., *HR3*, 3rd ed. Cincinnati, Ohio: South-Western College
     Publishing, 2011. Print. ISBN: 9781285867571

Supplemental educational learning materials may include and are not limited to Articles
on-line from ProQuest database: http://proquest.umi.com/pqdweb and other sites, educational
videos, and/or guest speakers as assigned throughout the course.

Assessment

Essay assignments and research projects will be evaluated on a standard grading rubric. Written
examinations will be graded according to content (multiple choice, fill-in-the blank, short
answer, and/or essay).

The instructor will endeavor to return student work product by the next official class period
whenever possible. Essay and/or research projects will be returned as soon as all class projects
have been graded.

Student Homework Policy Statement

Elmira Business Institute (EBI) syllabi contain assignments in alignment with the federal gov-
ernment's definition of appropriate, assigned homework for each credit hour. For each one-
credit hour of classroom or direct faculty instruction, two hours of out-of-class student work will
be assigned. (For example: A three-credit course will include an average of six (6) hours of
homework each week.). For classes with laboratory or clinical work, a three-credit, four-hour
class will include an average of six (6) hours of homework each week. For externships, each
credit hour will include an average of three (3) hours of homework per week. Assignments are
directly relevant to course objectives and learning outcomes and are included at the end of the
syllabi. Each assignment will be graded and recorded by the instructor.

Evaluation

Assessment Type	% of Grade
Attendance/Professionalism	15%
Case Studies	15%
Assignments/Homework	20%
Career Portfolio Project	15%
Examinations	35%
Total	100%

Grading Scheme

Numerical Average	Letter Grade	Quality Points
95-100	A	4.0
90-94	A-	3.7
86-89	B+	3.3
83-85	B	3.0
80-82	B-	2.7
76-79	C+	2.3

Numerical Average	Letter Grade	Quality Points
73-75	C	2.0
70-72	C-	1.7
68-69	D+	1.3
66-67	D	1.0
65	D-	0.7
0-64	F	0.0
Withdraw/Failing	W/F	0.0
Withdraw	W	----
Incomplete	I	----
Test Out	TO	----
Transfer of Credit	T	----

Course Policies

Behavioral Standards

Students are expected to abide by all public laws; to comply with the regulations and policies of the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. Respect for others in terms of language, demeanor, and attention to others while they are speaking is expected.

The College reserves the right to dismiss or suspend students for conduct which impedes, disrupts, or interferes with the orderly and continuous administration and operation of the College or any unit of the College. Attending EBI is not a right; it is a privilege.

As a part of its mission to prepare students for careers in the business and healthcare world, EBI requires students to dress in a manner that will create a positive self-image. Inappropriately dressed students may not be permitted to attend classes. Students in College externships are required to follow the participating organization's dress code.

No cell phone use or Internet access is allowed in the classroom unless permission is granted by the instructor and usage is course appropriate.

No eating or drinking in EBI's classroom laboratories (medical, business or technology), Library and Academic Achievement Center.

Attendance Policy

Attendance is mandatory and will be used when calculating participation/attendance. Class will begin promptly. Students who are late or absent are responsible to obtain lecture notes, assignments, and announcements after class, so as not to interfere with class time, or the work of fellow students. Along with the portfolio, one of the first questions a potential employer will ask the Career Services representative about is student attendance. Your attendance in the classroom directly represents your quality of potential work.

Students who do not attend classes after missing 14 consecutive calendar days or who fail to attend classes on a regular basis will be administratively dropped by the college. Since attendance is also used to verify enrollment for financial aid purposes, it is important that students attend classes on a regular basis to avoid loss of financial aid eligibility (student loans) and federal and state grants.

Make-Up Policy
When a student is absent, that student is responsible for making up missed class work. Make-up tests or quizzes *may* be offered at the *instructor's discretion* via ONE-STOP at the Library, and it is the student's responsibility to arrange a time at the librarian's convenience. One-Stop tests and quizzes must be taken within one week of the date of absence; failure to make up work, quizzes, or exams in a timely manner may result in a 0 grade. There is no charge for make-up work.

Students will not be allowed to make up the Midterm or Final Examination for the course. Midterm or Final Examinations may only be made up with approval from the Campus Director/Dean and appropriate documentation.

Academic Integrity/Plagiarism Rules
Elmira Business Institute is committed to supporting its mission to provide an educational experience designed to develop professional competencies including developing habits of personal and professional integrity. The College expects all members of its community—students, faculty, and staff—to act honestly in all situations. Actions of Academic Dishonesty will not be tolerated. Academic Dishonesty "is any form of cheating and plagiarism which results in students giving or receiving unauthorized assistance in an academic assignment or receiving credit for work which is not their own." All students are expected to agree to a pledge of honesty concerning their academic work, and faculty is expected to maintain the standards of that code. If you think it may be cheating, it probably is.

Please keep in mind that plagiarism includes:
- Copying another person's work and claiming credit for it
- Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source whether or not it is a direct quotation
- Incorrectly citing a source
- Failing to use quotation marks for a direct quote
- Improperly paraphrasing—both the words and the structure of your writing must differ from your source

Students will be given a complete policy the first day of class to review and sign.
For questions about plagiarism or assistance at any part of the writing process, please visit the Academic Achievement Center or Library.

Academic Support
Tutoring
Tutoring is available at a variety of times throughout the week. Please see the instructor for tutoring availability each week.

Academic Achievement Center
The Academic Achievement Center (AAC) hours are posted outside the door. The AAC Lab is the first stop for help for assignments, study skills, or writing for any course.

Academic Advising/Mentoring
Academic Advising/Mentoring is provided to each student throughout the semester. Staff or Faculty Mentors can facilitate student access to learning resources and answer basic questions regarding EBI academic programs and policies.

The Library
The Library supports the academic programs of the College and offers technology to assist student research in databases and on the Internet. A Librarian is available to assist in research and navigating our resources. Use the Library catalog (http://ebi.scoolaid.net/bin/home) to search for a book in the library, access databases and e-books, and find reference tools. In-formation is also available about community resources, including scholarships, part-time employment, child care, and transportation

Course Schedule

Lesson#	Topic(s)
1	**The Nature of Human Resource Management** • Describe contemporary HR perspectives • Learn evolution of the HR function • Discuss HR management in the electronic age • Learn emerging HR challenges • Know the goal of HR management • Facilitating organizational competitiveness • Enhancing productivity and quality • Learn the setting for HR management • Know the HR department in smaller versus larger organizations • Learn to be HR managers
2	**The Legal Environment** • Learn the legal context of HR management • Learn equal employment opportunities • Discuss other areas of HR regulation • Learn to evaluate legal compliance .
3	**The Global Environment** • Discuss the growth of international business • Discuss global issues in international HR management • Understand the cultural environment • Know the HR function in international business • Discuss domestic issues in international HR management • Learn to manage international transfers and assignments • Discuss training expatriates

4	**The Competitive Environment** • Discuss the competitive environment for HR management • Discuss the influence of the top management team • Know the role of corporate governance • Discuss corporate, business, and functional strategies • Learn business strategy and HR management • Learn HR strategy formulation • Discuss the impact of corporate culture • Learn interpersonal Processes and strategy implementation • Evaluate the HR function in organizations
5	**Information for Making Human Resource Decisions** • Learn HR planning as a source of information • Learn strategy as a source of information • Discuss economic conditions as a source of information • Learn job analysis as a source of information • Discuss the job analysis process
6	**Human Resource Decision Making in Organizations** Discuss ethics and HR management • Learn rightsizing the organizations • Learn to manage terminations and retention • Learn to manage voluntary turnover • Know managing HR during mergers and acquisitions
7	**Recruitment and Selection** • Learn planning, recruitment, and selection • Know sources for recruits • Learn the selection process • Learn popular selection techniques • Discuss a selection decision • Discuss reliability and validity • Discuss legal and effectiveness issues in recruiting and selection
8	**Midterm** **Managing a New and Diverse Workforce** • Learn the nature of workforce diversity • Know the dimensions of diversity • Discuss the impact of diversity on organizations • Learn to manage diversity in organizations • Learn managing the knowledge function • Discuss HR management and social issues

9	**Compensation and Benefits** • Learn to develop a compensation strategy • Discuss determining what to pay • Know wage and salary administration • Discuss pay secrecy • Know the nature of benefits programs • Learn mandated benefits • Learn non-mandated benefits • Discuss contemporary issues in compensation and benefits
10	**Performance Appraisal and Career Management** • Learn why organizations conduct performance appraisals • Know the performance-appraisal process • Learn the methods for appraising performance • Discuss other issues in performance appraisal • Learn legal issues in performance appraisal • Discuss the nature of careers • Discuss HR management and career management • Discuss career development issues and challenges.
11	**Managing Labor Relations** • Discuss the role of labor unions in organizations • Learn the trends in unionization • Discuss the unionization process • Know the collective bargaining process • Learn negotiating labor agreements • Discuss resolving impasses • Discuss labor unions in the twenty first century
12	**Safety, Health, Well-Being, and Security** • Learn employee safety and health • Know the physical environment • Discuss stress and stress management at work • Discuss workplace security
13	**Chapter 13: Motivation at Work** • Learn a basic model of performance • Discuss motivation and needs • Learn process theories of motivation • Know related theories and perspectives on motivation

14	**Managing and Enhancing Performance: The Big Picture** • Learn enhancing performance at different levels • Learn alternative work arrangements • Discuss incentives and performance based rewards • Know performance management and feedback • Discuss evaluating performance enhancement programs
15	**Review and Final Examination**

Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.

Revised February 2016 mzt

Name:

	Excellent:	Above Average:	Average:	Fair:	Poor:	**Automatic Fail:**	**Score:**
Completeness:	Student turns in all required parts of the project. (10 pts.)	Student is missing 1 required piece. (8 pts.)	Student is missing 2 required pieces. (6 pts.)	Student is missing 3 required pieces. (4 pts.)	Student is missing 4 required pieces. (2 pts.)	Student is missing 5 or more required pieces.	
Grammar:	Student shows excellent control of grammar and style. (20 pts.)	Student shows above average control of grammar and style. No more than 5 mistakes in the whole project. (17.5 pts.)	Student shows average control of grammar and style. No more than 10 mistakes in the whole project. (16 pts.)	Student shows fair control of grammar and style. No more than 15 mistakes in the whole project. (14.5 pts.)	Student shows poor control of grammar and style. No more than 20 mistakes in the whole project. (13 pts.)	Student shows no control of grammar and style. More than 20 mistakes in the whole project.	
Formatting:	Student shows excellent control formatting business communications of various types and styles. (20 pts.)	Student shows above average control of formatting various types and styles with no more than 5 errors in the whole project. (17.5 pts.)	Student shows average control formatting various types and styles with no more than 10 errors in the whole project. (16 pts.)	Student shows fair control formatting various types and styles with no more than 15 errors in the whole project. (14.5 pts.)	Student shows poor control formatting various types and styles with no more than 20 errors in the whole project. (13 pts.)	Student shows no control formatting various types and styles with more than 20 errors in the whole project.	
"6 C's":	Student shows excellent control of the "6 C's." No areas for improvement. (20 pts.)	Student shows above average control of the "6 C's" with 1 or 2 instances for improvement. (17.5 pts.)	Student shows average control of the "6 C's" with 3 or 4 instances for improvement. (16 pts.)	Student shows fair control of the "6 C's" with 5 or 6 instances for improvement. (14.5 pts.)	Student shows poor control of the "6 C's" with 7 or 8 instances for improvement. (13 pts.)	Student shows no control of the "6 C's." More than 8 instances for improvement.	
Creativity	Student shows excellent creativity with a fresh direction demonstrating deep thought and awareness of the task and possible types of communications needed. (10 pts.)	Student shows above average creativity with a fresh direction for the project demonstrating moderate thought and awareness of the task and possible types of communications needed. (8 pts.)	Student shows average creativity using a fresh direction for the project demonstrating some thought and awareness of the task and possible types of communications needed. (6 pts.)	Student shows fair creativity using a fresh direction for the project demonstrating little thought and awareness of the task and possible types of communications needed. (4 pts.)	Student shows poor creativity using a fresh direction for the project demonstrating no thought and awareness of the task and possible types of communications needed. (2 pts.)		
You-attitude/ Goodwill:	Student shows excellent awareness of audience and purpose conveying the reader's importance over the writer. Student uses every opportunity to show goodwill in their business communications. 20 pts.)	Student shows partial awareness of audience and purpose most of the time conveying the reader's importance over the writer. Student misses 1 or 2 opportunities to show goodwill in their communications. (17.5 pts.)	Student shows some awareness of audience and purpose some of the time conveying the reader's importance over the writer. Student misses 3 or 4 opportunities to show goodwill in their communications. (16 pts.)	Student shows little awareness of audience and purpose with little thought to conveying the reader's importance of the writer. Student misses 5 or 6 opportunities to show goodwill in their communications. (14.5 pts.)	Student shows no awareness of the audience and purpose with no thought to conveying the reader's importance over the writer. Student misses 7 or 8 opportunities to show goodwill in their communications. (13 pts.)		

The use of http://www.plagiarismchecker.com/ was used on this assignment: Yes_____No_____

MIDTERM

Professionalism 155th Anniversary **Rubric**

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points   _____/100 points

Student's Signature: _____   Date: _____

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FINAL

Professionalism Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
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Total Points _____/100 points

Elmira Business Institute
Student Syllabus: Insurance Licensing (BUS235)

Prerequisites: None   **Course Credits: 3**

Course Description

This course meets the educational requirements in order to qualify for the New York Life and Health Licensing Exam. Topics include: New York and Federal insurance regulation, general insurance concepts, types and organization of insurers, agents and general rules of agency contracts, dwelling forms, and homeowner's policies.

Student Learning Outcomes

Upon completion of this course, students will be able to:
- Understand NYS Insurance regulations, basics and prerequisites in order to become a Personal Lines Agent or Broker.
- Meet the basic educational requirements to sit for the NYS Agents/Brokers Examination Life and Health Insurance.
- Apply insurance principles in order to analyze life and health situations
- Understand how insurance contracts are written, developed, and implemented
- Effectively utilize critical thinking skills in analyzing risk exposures and insurance contracts.
- Use various approaches to understand risk management techniques.

Career Portfolio for Workplace Skills Program

Your Career Portfolio for Workplace Skills material demonstrates your competency and skills in your chosen career field. The completed portfolio will allow you to present examples of abilities and relevant skills to prospective employers as evidence of career readiness.

Individual Career Portfolio course projects must be saved to be added to your on-line portfolio that will be created in Career Placement Seminar. It is your responsibility to keep these projects safe and secure.

Career Portfolio for Workplace Skills Project for BUS235

For the Career Portfolio Project, the student will be given an example customer and be asked to recommend the approach level of health and life insurance for the customer. The student will be responsible for writing a health and life insurance policy for the student based upon the current lifestyle conditions of the customer. The individual instructor will assign the example customers in class and provide specific details for individual direction on the assignment.

Required Course Texts & Course Materials

L & H Study Manual & Practice Exam CD for NY

Supplemental educational learning materials may include and are not limited to

"Articles on- line from ProQuest database: http://proquest.umi.com/pqdweb and other sites, educational videos, and/or guest speakers as assigned throughout the course.

Assessment

Essay assignments and research projects will be evaluated on a standard grading rubric. Written examinations will be graded according to content (multiple choice, fill-in-the blank, short answer, and/or essay).

The instructor will endeavor to return student work product by the next official class period whenever possible. Essay and/or research projects will be returned as soon as all class projects have been graded.

Student Homework Policy Statement

Elmira Business Institute (EBI) syllabi contain assignments in alignment with the federal government's definition of appropriate, assigned homework for each credit hour. For each one-credit hour of classroom or direct faculty instruction, two hours of out-of-class student work will be assigned. (For example: A three-credit course will include an average of six (6) hours of homework each week.). For classes with laboratory or clinical work, a three-credit, four-hour class will include an average of six (6) hours of homework each week. For externships, each credit hour will include an average of three (3) hours of homework per week. Assignments are directly relevant to course objectives and learning outcomes and are included at the end of the syllabi. Each assignment will be graded and recorded by the instructor.

Evaluation

Assessment Type	% of Grade
Attendance/Professionalism	15%
Chapter Tests	35%
Homework	10%
Career Portfolio Project	15%
Final Examination/Skills Examination	25%
Total	100%

Grading Scheme

Numerical Average	Letter Grade	Quality Points
95-100	A	4.0
90-94	A-	3.7
86-89	B+	3.3
83-85	B	3.0
80-82	B-	2.7
76-79	C+	2.3
73-75	C	2.0
70-72	C-	1.7
68-69	D+	1.3
66-67	D	1.0
65	D-	0.7
0-64	F	0.0
Withdraw/Failing	W/F	0.0
Withdraw	W	----

Numerical Average	Letter Grade	Quality Points
Incomplete	I	----
Test Out	TO	----
Transfer of Credit	T	----

Course Policies

Behavioral Standards

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and quizzes must be taken within one week of the date of absence; failure to make up work, quizzes, or exams in a timely manner may result in a 0 grade. There is no charge for make-up work.

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Please keep in mind that plagiarism includes:
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- Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source <u>whether or not it is a direct quotation</u>
- Incorrectly citing a source
- Failing to use quotation marks for a direct quote
- Improperly paraphrasing—both the <u>words</u> and the <u>structure</u> of your writing must differ from your source

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Course Schedule

Lesson#	*Topic(s)*
1	*Principles of Insurance & The Insurance Contract*
2	*Insurance Company Organization and Regulation*
3	*The Insurance Transaction*
4	*Introduction to Property & Liability Insurance*
5	*Dwelling & Homeowners Insurance*
6	*Auto & Miscellaneous Auto Insurance*
7	*The Commercial Package Policy* *The Business Owners' Policy*
8	**Midterm Examination**
9	*Commercial Property Insurance*
10	*Ocean and Inland Marine Insurance*
11	*Commercial General Liability Insurance*
12	*Commercial Auto Insurance*
13	*Commercial Crime Insurance*
14	*Workers' Compensation* *Miscellaneous Commercial Insurance*
15	**Final Examination**

Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.

Revised February 2016

General Information about Composing a Case Analysis

In general, a case study analysis should be organized to deal with the following items:
1. Concise, chronological restatement of the history, background, and important facts of the situation.
2. Identification of major problem(s) and issues – clearly state what the problem(s) and issues are as you interpret the case.
3. Analysis of the problem(s) – list the factors contributing to the problem(s) you have identified; that is, identify why the problem exists.
4. Possible outcomes/solution(s) – State your recommendations for dealing with the problem(s) and issues you have identified.

Adapted from http://pages.towson.edu/aclardy/ORG%20BEH%20SYL.htm

Alternate Rubric for Evaluating Case Analysis
Case Analysis Evaluation   100 Points

	Above average	Average	Below average	Points
Proper Case Analysis Format (10 points)	Follows format successfully	Follows format most of the time	Does not follow format consistently	
Content – Analysis (35 points)	Gives own analysis beyond any study questions offered	Gives some analysis	Little to no analysis- only repeats case material	
Content – Support (30 points)	Offers concrete examples and relevant support	Needs more concrete examples and/or relevant support	Selects irrelevant or ineffective examples	
Organization- Effective, Persuasive (15 points)	Connects sentences and paragraphs logically to convey ideas clearly	Connects sentences/paragraphs logically on an inconsistent basis, but main ideas are discernible	Does not connect sentences/paragraphs logically – ideas are unclear	
Writing- Effective Style/Grammar/Mechanics (10 points)	Avoids irrelevant wordiness, jargon, clichés, and uses proper grammar, spelling, and punctuation. Uses professional tone.	Uses irrelevant wordiness, jargon, clichés. Need for more professional tone. Has several grammar, spelling, or punctuation errors.	Uses extensive wordy, redundant, and vague language. Overuses jargon and clichés. Makes numerous grammar, spelling, or punctuation errors.	

Adapted from www.cpcc.edu/learningcollege/learning-outcomes/rubrics/rubric_for_case_studies.doc

The use of http://www.plagiarismchecker.com/ was used on this assignment: Yes____No____

MIDTERM

Professionalism   Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points   _____/100 points

Student's Signature: _____   Date: _____

7

FINAL

Professionalism Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
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Total Points _____/100 points

Elmira Business Institute
Student Syllabus: Small Business Management (BUS240)

Prerequisites: None   **Course Credits: 3**

Course Description

This course incorporates current theory and practice relating to starting and managing small firms. It provides a comprehensive coverage of critical small business issues and numerous real-world examples to help students understand how to apply the business management concepts presented in the text.

Student Learning Outcomes

Upon completion of this course, students will be able to:
  * Discuss the process of getting started in a business
  * Discuss the factors that make the family business unique
  * Understand the franchising concept
  * Understand the reasons for starting a new business rather than buying an existing firm or acquiring a franchise
  * Develop a comprehensive business plan
  * Discuss the nature of the marketing research process
  * Identify the factors affecting choice of a business location
  * Analyze the financial plan for a business
  * Discuss the distinctive features of small firm management
  * Define and explain the nature of risk
  * Analyze the evaluation of firm performance

Career Portfolio for Workplace Skills Program

Your Career Portfolio for Workplace Skills material demonstrates your competency and skills in your chosen career field. The completed portfolio will allow you to present examples of abilities and relevant skills to prospective employers as evidence of career readiness.

Individual Career Portfolio course projects must be saved to be added to your on-line portfolio that will be created in Career Placement Seminar. It is your responsibility to keep these projects safe and secure.

Career Portfolio for Workplace Skills Project for BUS240

For the Career Portfolio Project, the student will create a Business Venture and then create a Financial Plan for the Business Venture. The individual instructor will provide specific details for individual direction on the assignment. The assignment should include the following components:

  * Describe how the nature of a venture affects its financing sources
  * Evaluate the choice between debt financing and equity financing
  * Identify the typical sources of financing used in the specific type of venture
  * Discuss the basic process for acquiring and structuring a bank loan for the venture

- Describe what types of private equity investors offer financing to the venture
- Discuss any types of government loan programs that may be available

Required Course Texts & Course Materials

Longenecker, Justin G., Moore, Carolos W., Petty, William J., Palich, Leslie E. *Small Business Management – An Entrepreneurial Emphasis.* 17th ed. Ohio: Thomson/South Western. 2006. Print (ISBN: 9781133947752)

Supplemental educational learning materials may include and are not limited to

Articles on-line from ProQuest database: http://proquest.umi.com/pqdweb and other sites.
Educational videos, and/or guest speakers as assigned throughout the course.
NYS Development Corporation nyssbdc.org
Empire State Development esd.ny.gov/business programs/SBRLF.html
Small Business Association www.sba.gov

Assessment

Essay assignments and research projects will be evaluated on a standard grading rubric. Written examinations will be graded according to content (multiple choice, fill-in-the blank, short answer, and/or essay).

The instructor will endeavor to return student work product by the next official class period whenever possible. Essay and/or research projects will be returned as soon as all class projects have been graded.

Student Homework Policy Statement

Elmira Business Institute (EBI) syllabi contain assignments in alignment with the federal government's definition of appropriate, assigned homework for each credit hour. For each one-credit hour of classroom or direct faculty instruction, two hours of out-of-class student work will be assigned. (For example: A three-credit course will include an average of six (6) hours of homework each week.). For classes with laboratory or clinical work, a three-credit, four-hour class will include an average of six (6) hours of homework each week. For externships, each credit hour will include an average of three (3) hours of homework per week. Assignments are directly relevant to course objectives and learning outcomes and are included at the end of the syllabi. Each assignment will be graded and recorded by the instructor.

Evaluation

Assessment Type	% of Grade
Attendance/Professionalism	15%
Case Studies	15%
Homework	20%
Career Portfolio Project	15%
Examinations	35%
Total	100%

Grading Scheme

Numerical Average	Letter Grade	Quality Points
95-100	A	4.0
90-94	A-	3.7
86-89	B+	3.3
83-85	B	3.0
80-82	B-	2.7
76-79	C+	2.3
73-75	C	2.0
70-72	C-	1.7
68-69	D+	1.3
66-67	D	1.0
65	D-	0.7
0-64	F	0.0
Withdraw/Failing	W/F	0.0
Withdraw	W	----
Incomplete	I	----
Test Out	TO	----
Transfer of Credit	T	----

Course Policies

Behavioral Standards

Students are expected to abide by all public laws; to comply with the regulations and policies of the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. Respect for others in terms of language, demeanor, and attention to others while they are speaking is expected.

The College reserves the right to dismiss or suspend students for conduct which impedes, disrupts, or interferes with the orderly and continuous administration and operation of the College or any unit of the College. Attending EBI is not a right; it is a privilege.

As a part of its mission to prepare students for careers in the business and healthcare world, EBI requires students to dress in a manner that will create a positive self-image. Inappropriately dressed students may not be permitted to attend classes. Students in College externships are required to follow the participating organization's dress code.

No cell phone use or Internet access is allowed in the classroom unless permission is granted by the instructor and usage is course appropriate.

No eating or drinking in EBI's classroom laboratories (medical, business or technology), Library and Academic Achievement Center.

Attendance Policy

Attendance is mandatory and will be used when calculating participation/attendance. Class will begin promptly. Students who are late or absent are responsible to obtain lecture notes, assignments, and announcements after class, so as not to interfere with class time, or the work of fellow

students. Along with the portfolio, one of the first questions a potential employer will ask the Career Services representative about is student attendance. Your attendance in the classroom directly represents your quality of potential work.

Students who do not attend classes after missing 14 consecutive calendar days or who fail to attend classes on a regular basis will be administratively dropped by the college. Since attendance is also used to verify enrollment for financial aid purposes, it is important that students attend classes on a regular basis to avoid loss of financial aid eligibility (student loans) and federal and state grants.

Make-Up Policy

When a student is absent, that student is responsible for making up missed class work. Make-up tests or quizzes *may* be offered at the *instructor's discretion* via ONE-STOP at the Library, and it is the student's responsibility to arrange a time at the librarian's convenience. One-Stop tests and quizzes must be taken within one week of the date of absence; failure to make up work, quizzes, or exams in a timely manner may result in a 0 grade. There is no charge for make-up work.

Students will not be allowed to make up the Midterm or Final Examination for the course. Midterm or Final Examinations may only be made up with approval from the Campus Director/Dean and appropriate documentation.

Academic Integrity/Plagiarism Rules

Elmira Business Institute is committed to supporting its mission to provide an educational experience designed to develop professional competencies including developing habits of personal and professional integrity. The College expects all members of its community—students, faculty, and staff—to act honestly in all situations. Actions of Academic Dishonesty will not be tolerated. Academic Dishonesty "is any form of cheating and plagiarism which results in students giving or receiving unauthorized assistance in an academic assignment or receiving credit for work which is not their own." All students are expected to agree to a pledge of honesty concerning their academic work, and faculty is expected to maintain the standards of that code. If you think it may be cheating, it probably is.

Please keep in mind that plagiarism includes:

- Copying another person's work and claiming credit for it
- Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source whether or not it is a direct quotation
- Incorrectly citing a source
- Failing to use quotation marks for a direct quote
- Improperly paraphrasing—both the words and the structure of your writing must differ from your source

Students will be given a complete policy the first day of class to review and sign.
For questions about plagiarism or assistance at any part of the writing process, please visit the Academic Achievement Center or Library.

Academic Support

Tutoring
Tutoring is available at a variety of times throughout the week. Please see the instructor for tutoring availability each week.

Academic Achievement Center
The Academic Achievement Center (AAC) hours are posted outside the door. The AAC Lab is the first stop for help for assignments, study skills, or writing for any course.

Academic Advising/Mentoring
Academic Advising/Mentoring is provided to each student throughout the semester. Staff or Faculty Mentors can facilitate student access to learning resources and answer basic questions regarding EBI academic programs and policies.

The Library
The Library supports the academic programs of the College and offers technology to assist student research in databases and on the Internet. A Librarian is available to assist in research and navigating our resources. Use the Library catalog (http://ebi.scoolaid.net/bin/home) to search for a book in the library, access databases and e-books, and find reference tools. In-formation is also available about community resources, including scholarships, part-time employment, child care, and transportation.

Course Schedule

Lesson #	Topic(s)
1	*Getting Started* • Distinguish among the different types and sources of startup ideas and identify the most common sources of startup ideas. • Use innovative thinking to generate ideas for high-potential startups. • Describe external and internal analyses that might shape the selection of venture opportunities. • Explain broad-based strategy options and focus strategies. • Assess the feasibility of a startup idea before writing a business plan.
2	*Franchises and Buyouts* • Define *franchising* and become familiar with franchise terminology. • Understand the pros and cons of franchising and the structure of the industry. • Describe the process for evaluating a franchise opportunity. • List four reasons for buying an existing business and describe the process of evaluating a business.

	The Family Business • Define the terms *family* and *family business*. • Explain the forces that can keep a family business moving forward. • Describe the complex roles and relationships involved in a family business. • Identify management practices that enable a family business to function effectively. • Describe the process of managerial succession in a family business.
3	*The Business Plan: Visualizing the Dream* • Explain the purpose and objectives of business plans. • Give the rationale for writing (or not writing) a business plan when starting a new venture. • Describe the preferred content and format for a business plan. • Provide practical advice on writing a business plan. • Explain the concept and process for developing a firm's business model. • Identify available sources of assistance in preparing a business plan. • Maintain the proper perspective when writing a business plan.
4	*The Marketing Plan* • Describe small business marketing. • Identify the components of a formal marketing plan. • Discuss the nature of the marketing research process. • Define *market segmentation* and discuss its related strategies. • Explain the different method of forecasting sales.
5	*The Human Resources Plan: Managers, Owners, Allies, and Directors* • Describe the characteristics and value of a strong management team. • Explain the common legal forms of organization used by small businesses. • Identify factors to consider in choosing among the primary legal forms of organization. • Discuss the unique features and restrictions that apply to five specialized organizational forms. • Understand the nature of strategic alliances and their uses in small businesses. • Describe the effective use of boards of directors and advisory councils.
6	*The Location Plan* • Describe the five key factors in locating a brick-and-mortar startup. • Discus the challenges of designing and equipping a physical facility. • Recognize both the attraction and the challenges of creating a home-based startup. • Understand the potential benefits of locating a startup on the internet.

	The Financial Plan: Projecting Needs • Describe the purpose and need for financial forecasting. • Develop a pro forma income statement to forecast a new venture's profitability. • Determine a company's asset and financing requirements based on a pro forma balance sheet. • Forecast a firm's cash flows. • Provide some suggestions for effective financial forecasting.
7	*The Financial Plan: Finding Sources of Funding* • Describe how the nature of a firm affects its financing sources. • Evaluate the choice between debt financing and equity financing. • Identify the typical sources of financing used at the outset of a new venture. • Discuss the basic process for acquiring and structuring a bank loan. • Explain how business relationships can be used to finance a small firm. • Describe the two types of private equity investors who offer financing to small firms. • Distinguish among the different government loan programs available to small companies. • Explain when large companies and public stock offerings can be sources of financing.
8	***Midterm Examination***
9	*Planning the Harvest* • Explain the importance of having a harvest, or exit, plan. • Describe the options available for harvesting. • Explain the issues in evaluating a firm that is being harvested and deciding on the method of payment. • Provide advice on developing an effective harvest plan.
10	*Professional Management in the Entrepreneurial Firm* • Discuss the entrepreneur's leadership role. • Explain the small business management process and its unique features. • Identify the managerial tasks of entrepreneurs. • Describe the problem of time pressure and suggest solutions. • Outline the various types of outside management assistance.

11	*Managing Human Resources* • Explain the importance of employee recruitment and list some useful sources for finding suitable applicants. • Identify the step in evaluating job applicants. • Describe the roles of training and development for both managerial and non-managerial employees. • Explain the various types of compensation plans, including the use of incentive plans. • Discuss the human resource issues of a co-employment, legal protection, labor unions, and the formulizing of employer-employee relationships.
12	*Managing Operations* • Understand how operations enhance a small company's competitiveness. • Discuss the nature of the operations process for both products and services. • Identify ways to control inventory and minimize inventory costs. • Recognize the contributions of operations management to product and service quality. • Explain the importance of purchasing and the nature of key purchasing policies. • Describe lean production and synchronous management and their importance to operations management in small firms.
13	*Managing Risk in the Small Firm* • Define *business risk* and explain its two dimensions. • Identify the basic types of pure risk. • Describe the steps in the risk management process and explain how risk management can be used in small companies. • Explain the basic principles used in evaluating an insurance program. • Identify the common types of business insurance coverage.
14	*Managing the Firm's Assets* • Describe the working capital cycle of a small business. • Identify the important issues in managing a firm's cash flows. • Explain the key issues in managing accounts receivable. • Discuss the key issues in managing inventory. • Explain the key issues in managing accounts payable. • Calculate and interpret a company' cash conversion period. • Provide examples of the types of capital budgeting decisions small business owners must make. • Discuss the techniques commonly used in making capital budgeting decisions. • Describe the capital budgeting practices of small firms.
15	*Final Examination*

Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.　　　　　　　　　　*Revised February 2016 mzt*

General Information about Composing a Case Analysis

In general, a case study analysis should be organized to deal with the following items:

1. Concise, chronological restatement of the history, background, and important facts of the situation.
2. Identification of major problem(s) and issues – clearly state what the problem(s) and issues are as you interpret the case.
3. Analysis of the problem(s) – list the factors contributing to the problem(s) you have identified; that is, identify why the problem exists.
4. Possible outcomes/solution(s) – State your recommendations for dealing with the problem(s) and issues you have identified.

Adapted from http://pages.towson.edu/aclardy/ORG%20BEH%20SYL.htm

Alternate Rubric for Evaluating Case Analysis
Case Analysis Evaluation   100 Points

	Above average	Average	Below average	Points
Proper Case Analysis Format (10 points)	Follows format successfully	Follows format most of the time	Does not follow format consistently	
Content – Analysis (35 points)	Gives own analysis beyond any study questions offered	Gives some analysis	Little to no analysis- only repeats case material	
Content – Support (30 points)	Offers concrete examples and relevant support	Needs more concrete examples and/or relevant support	Selects irrelevant or ineffective examples	
Organization- Effective, Persuasive (15 points)	Connects sentences and paragraphs logically to convey ideas clearly	Connects sentences/paragraphs logically on an inconsistent basis, but main ideas are discernible	Does not connect sentences/paragraphs logically – ideas are unclear	
Writing- Effective Style/Grammar/Mechanics (10 points)	Avoids irrelevant wordiness, jargon, clichés, and uses proper grammar, spelling, and punctuation. Uses professional tone.	Uses irrelevant wordiness, jargon, clichés. Need for more professional tone. Has several grammar, spelling, or punctuation errors.	Uses extensive wordy, redundant, and vague language. Overuses jargon and clichés. Makes numerous grammar, spelling, or punctuation errors.	

Adapted from www.cpcc.edu/learningcollege/learning-outcomes/rubrics/rubric_for_case_studies.doc

The use of http://www.plagiarismchecker.com/ was used on this assignment: Yes____No____

Professionalism Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points   _____/100 points

Student's Signature: _____   Date: _____

Elmira Business Institute
Student Syllabus: Financial Securities (BUS245)

Prerequisites: None   **Course Credits: 3**

Course Description

This course is designed to give students an understanding of financial securities. In particular, the course will give students in the skills to effectively prepare for the qualifying exams, Series 6 and Series 63.

Student Learning Outcomes

Upon completion of this course, students will be able to:

- Understand and define securities markets, investment securities, and economic factors
- Define and understand securities and tax regulation
- Analysis marketing, prospecting, and sales presentations
- Understand how to evaluate customers risks
- Understand the product information at an investment company
- Understand how to open and service customer accounts
- Understand the registration of broker-dealers, agents, and investment advisers
- Understand the ethical practices and fiduciary obligations in an investment company
- Understand the Business Practices for Investment Advisers
- Understand the NASAA and their regulations and rules

Career Portfolio for Workplace Skills Program

Your Career Portfolio for Workplace Skills material demonstrates your competency and skills in your chosen career field. The completed portfolio will allow you to present examples of abilities and relevant skills to prospective employers as evidence of career readiness.

Individual Career Portfolio course projects must be saved to be added to your on-line portfolio that will be created in Career Placement Seminar. It is your responsibility to keep these projects safe and secure.

Career Portfolio for Workplace Skills Project for BUS 245

For the Career Portfolio Project, the student will be given an example customer and be asked to recommend a personal retirement plan for the customer. The student will be responsible for writing a personal retirement strategy plan based upon the current lifestyle conditions of the example customer. The individual instructor will assign the example customers in class and provide specific details for individual direction on the assignment.

Required Course Texts & Course Materials

Pass the 6: A Training Guide for the FINRA Series 6 Exam. 4th ed. First Books. 2010. Print.
    (ISBN: 0912301694)
Pass the 63: A Training Guide for NASAA Series 63 Exam. 4th ed. First Books. 2010. Print.
    (ISBN: 1610070305)

Supplemental educational learning materials may include and are not limited to
http://www.nasaa.org/
"Articles on- line from ProQuest database: http://proquest.umi.com/pqdweb and other sites,
        educational videos, and/or guest speakers as assigned throughout the course.

Assessment

Essay assignments and research projects will be evaluated on a standard grading rubric. Written examinations will be graded according to content (multiple choice, fill-in-the blank, short answer, and/or essay).

The instructor will endeavor to return student work product by the next official class period whenever possible. Essay and/or research projects will be returned as soon as all class projects have been graded.

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Evaluation

Assessment Type	% of Grade
Attendance/Professionalism	15%
Case Studies	15%
Homework	20%
Career Portfolio Project	15%
Examinations	35%
Total	100%

Grading Scheme

Numerical Average	Letter Grade	Quality Points
95-100	A	4.0
90-94	A-	3.7
86-89	B+	3.3
83-85	B	3.0
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73-75	C	2.0
70-72	C-	1.7
68-69	D+	1.3
66-67	D	1.0

Numerical Average	Letter Grade	Quality Points
65	D-	0.7
0-64	F	0.0
Withdraw/Failing	W/F	0.0
Withdraw	W	----
Incomplete	I	----
Test Out	TO	----
Transfer of Credit	T	----

Course Policies

Behavioral Standards

Students are expected to abide by all public laws; to comply with the regulations and policies of the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. Respect for others in terms of language, demeanor, and attention to others while they are speaking is expected.

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Please keep in mind that plagiarism includes:

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- Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source whether or not it is a direct quotation
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Course Schedule

Lesson#	Topics—Series 6 Text	Topics—Series 63 Text
1	*Topic 1: Securities Markets, Investment Securities, and Economic Factors* • Learn the definition, types, & components of equity • Know the role of issuing & trading securities • Describe the role and components of debt securities • Discuss economic factors	*Topic 1: Remedies and Administrative Provisions* • Know the need for uniformity • Discuss the administrator orders • Learn criminal penalties • Know the civil liberties • Discuss final concerns
2 & 3	*Topic 2: Securities and Tax Regulation* • Learn the Securities Act of 1933 • Learn the Securities Exchange Act of 1934 and its components • Learn the roles of investment advisers • Describe the Investment Company Act of 1940 • Describe the FINRA rules & procedures • Define taxation and its components • Learn about trusts, estates, gifts, & other concerns • Know the rules & regulations of retirement plans	*Topic 2: Registration of Broker-Deals, Agents, and Investment Advisers* • Know the role of investment adviser representatives • Differentiate between broker dealer vs. investment adviser • Know the agents & investment adviser representatives role • Learn registration requirements & procedures

4	*Topic 3: Marketing, Prospecting, and Sales Presentations* • Describe the Securities Act of 1933 & the role of investment companies • Describe the FINRA rules in relationship to the public	*Topic 3: Ethical Practices and Fiduciary Obligations* • Define fraud • Define other prohibited practices • Understand sharing in the clients profits/losses • Know the implications of refusal to follow a customer's instructions • Know the correct use of the words guarantee, certified, & approved • The implications of misusing certifications • Knowing the consequences of failing to brink written complaints to employers attention • Understand insider information and its implications • Understand soliciting orders for unregistered, non-exempt securities • Know the correlation with outside business activities • Define selling away or private securities transactions • Understand arbitrage • Know how to order tickets & trade confirmations
5	*Topic 4: Evaluation of Customers* • Know the types of investment risks • Understand client profiles • Dealing fairly with customers in relation to the FINRA rule • Understand suitability	*Topic 4: Business Practices for Investment Advisers* • Understanding business contracts & compensation • Define conflict of interest & its implications • Know the business practices of investment advisers, IAR's
6	*Topic 5: Product Information-Investment Company Securities and Variable* • Know the types of contracts • Define mutual finds & know the types of funds and their comparisons • Discuss advantages of mutual fund investing • Learn how to buy & sell mutual fund shares	*Topic 5: NASAA Model Rules/Statements of Policy* • Define the NASAA model rules and statements of policy

	• Know the structure & operations of the mutual fund company • Understand the definitions & components of shareholder voting, closed-end funds, face amount certificate companies, unit investment trust, ETF's, contractual plans, variable annuities, and variable life insurance	
7	*Topic 6: Opening and Servicing Customer Accounts* • Know how to open a new account & the types of account ownerships • Describe anti-money laundering • Understand the FINRA rules, code of procedure, & the arbitration procedure • Learn the Securities Exchange Act of 1934 • Know the Federal Reserve Board's Regulation T & U, and SIPC	*Topic 6: NASAA Module Rule: Unethical Business Practices of Investment Advisers* • Define investment adviser representatives & Federal covered advisers roles
8	*Midterm*	
9		*Topic 7:NASAA Statement of Policy* • Understand the dishonest or unethical business practices by broker-Dealers & Agents in connection with investment company shares
10		*Topic 8: Regulation of Securities and Issuers* • Definition of securities • How to register securities • Definition of federal covered securities • Understand offers & sales, D-O-A, & media
11		*Topic 9: Exclusions and Exemption for Persons* • Learn the role of Brokers-Dealers • Definition of agents and their roles • Know Canadian Broker-Dealers roles • Definition of investment advisers

12		*Topic 10: Federal Acts* • Define & learn the implications of Securities Act of 1933, Securities Exchange Act of 1934, Investment Advisers Act of 1940, Insider Trading & Securities Fraud Enforcement Act of 1988, Securities Investor Protection Act of 1970, ERISA, Anti-Money Laundering Regulations, & Regulations S-P
13		*Topic 11: Background* • Define the types of investment securities: cash & debt • The role of US Government debt • Define the types of Municipal & Corporate bonds
14	*Review*	
15	*Final Examination*	

Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.

Revised February 2016

General Information about Composing a Case Analysis

In general, a case study analysis should be organized to deal with the following items:
1. Concise, chronological restatement of the history, background, and important facts of the situation.
2. Identification of major problem(s) and issues – clearly state what the problem(s) and issues are as you interpret the case.
3. Analysis of the problem(s) – list the factors contributing to the problem(s) you have identified; that is, identify why the problem exists.
4. Possible outcomes/solution(s) – State your recommendations for dealing with the problem(s) and issues you have identified.

Adapted from http://pages.towson.edu/aclardy/ORG%20BEH%20SYL.htm

Alternate Rubric for Evaluating Case Analysis
Case Analysis Evaluation   100 Points

	Above average	Average	Below average	Points
Proper Case Analysis Format (10 points)	Follows format successfully	Follows format most of the time	Does not follow format consistently	
Content – Analysis (35 points)	Gives own analysis beyond any study questions offered	Gives some analysis	Little to no analysis- only repeats case material	
Content – Support (30 points)	Offers concrete examples and relevant support	Needs more concrete examples and/or relevant support	Selects irrelevant or ineffective examples	
Organization- Effective, Persuasive (15 points)	Connects sentences and paragraphs logically to convey ideas clearly	Connects sentences/paragraphs logically on an inconsistent basis, but main ideas are discernible	Does not connect sentences/paragraphs logically – ideas are unclear	
Writing- Effective Style/Grammar/Mechanics (10 points)	Avoids irrelevant wordiness, jargon, clichés, and uses proper grammar, spelling, and punctuation. Uses professional tone.	Uses irrelevant wordiness, jargon, clichés. Need for more professional tone. Has several grammar, spelling, or punctuation errors.	Uses extensive wordy, redundant, and vague language. Overuses jargon and clichés. Makes numerous grammar, spelling, or punctuation errors.	

Adapted from www.cpcc.edu/learningcollege/learning-outcomes/rubrics/rubric_for_case_studies.doc

The use of http://www.plagiarismchecker.com/ was used on this assignment: Yes____No____

MIDTERM

Professionalism Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points   _____/100 points

Student's Signature: _____   Date: _____

10

FINAL

Professionalism Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points   _____/100 points

11

Generic Writing Rubric

	Excellent: 5	Above Average: 4	Average: 3	Fair: 2	Poor: 1	Automatic Failure: (A check in this column will result in an automatic failure of the project.)	Score:
Completeness: (1-2 pages minimum)	Student goes beyond the requirement of the project. (1.5-2 pages)	Student meets the upper end of the requirement of the project. (1.5 pages)	Student meets the base requirement of the project. (1 full page)	Student has barely one pages.	Student has not met the criteria.		
Content: (varies per course)	Introduction, conclusion, and all questions answered above and beyond.	Introduction, conclusion, and all questions	One page of content had been met	Less than one page.	Did not meet the criteria.		
Grammar:	Student shows excellent control of grammar and style.	Student shows above average control of grammar and style with no more than 3 mistakes in the whole project.	Student shows average control of grammar and style with no more than 6 mistakes in the whole project.	Student shows fair control of grammar and style with no more than 10 mistakes in the whole project.	Student shows poor control of grammar and style with no more than 14 mistakes in the whole project.	Student shows no control of grammar and style with more than 20 mistakes in the whole project.	
Evidence:	Student uses more sources than are required, and sources used are all academic and scholarly.	Student uses the required number of sources and they are all academic and scholarly.	Student uses the required number of sources but some may be non-academic.	Student uses less than the required number of sources and some are non-academic.	Student uses all non-academic sources.		
MLA:	MLA style is exemplary and used consistently and extensively throughout the manuscript.	MLA style is used consistently with 1-3 errors throughout the manuscript.	MLA style is used throughout the manuscript but exhibits 4-5 common errors.	MLA style is used inconsistently throughout the manuscript; 6-7 MLA errors are noted.	MLA style is poorly demonstrated. More than 8-10 MLA errors are noted.	More than 10 MLA errors are noted.	N/A
Timeliness:	Hands in early		Hands in on time	Hands in one day late	Hands in one week late		

Comments:

	A
	B
	C
	D
(or one of the automatic failures)	F

The use of http://www.plagiarismchecker.com/ was used on this assignment: Yes_____No_____

Elmira Business Institute
Student Syllabus: People Skills in the Workplace (BUS250)

Prerequisites: None　　　　　　　　　　　　　　　　**Course Credits: 3**

Course Description

The course explores the importance of effective communication in our personal lives, in the world of business, and as a business owner-entrepreneur. Students will scrutinize practical business applications such as employee motivation, handling customer complaints, and effectively resolving conflict in the workplace.

Student Learning Outcomes

Upon completion of this course, students will be able to:
- Realize that human relations are the key to personal growth and career success
- Learn to build high self-esteem, develop a positive attitude, and motivate yourself and others
- Learn to create positive energy in the workplace, achieve emotional balance, and develop a professional presence
- Learn to work and communicate effectively with others, within teams, and resolve conflict with others
- Respond to and manage work related stress and employ techniques to reduce stress
- Learn to set goals, develop a plan for making positive changes in your life, and live a healthier lifestyle

Career Portfolio for Workplace Skills Program

Your Career Portfolio for Workplace Skills material demonstrates your competency and skills in your chosen career field. The completed portfolio will allow you to present examples of abilities and relevant skills to prospective employers as evidence of career readiness.

Individual Career Portfolio course projects must be saved to be added to your on-line portfolio that will be created in Career Placement Seminar. It is your responsibility to keep these projects safe and secure.

Career Portfolio for Workplace Skills Project for BUS250

For the Career Portfolio Project, the student will be given an example of a work place conflict that occurred due to difference in personal communication skills, using the five most influential theories of motivation and contemporary motivational strategies the student will write a five to eight page paper using MLA format to explain how to resolve the conflict. The individual instructor will assign the individual cases in class and provide specific details for individual direction on the case studies.

Required Course Texts & Course Materials

Reece, Barry L., Brandt, Rhonda, Howie, Karen F.; *Effective Human Relations*, 12th ed. Ohio: South-Western, Cengage Learning. 2014. Print. (ISBN: 9781133960836)

Supplemental educational learning materials may include and are not limited to
"Articles on-line from ProQuest database: http://proquest.umi.com/pqdweb and other sites,
      educational videos, and/or guest speakers as assigned throughout the course.

Assessment

Essay assignments and research projects will be evaluated on a standard grading rubric. Written examinations will be graded according to content (multiple choice, fill-in-the blank, short answer, and/or essay).

The instructor will endeavor to return student work product by the next official class period whenever possible. Essay and/or research projects will be returned as soon as all class projects have been graded.

Student Homework Policy Statement

Elmira Business Institute (EBI) syllabi contain assignments in alignment with the federal government's definition of appropriate, assigned homework for each credit hour. For each one-credit hour of classroom or direct faculty instruction, two hours of out-of-class student work will be assigned. (For example: A three-credit course will include an average of six (6) hours of homework each week.). For classes with laboratory or clinical work, a three-credit, four-hour class will include an average of six (6) hours of homework each week. For externships, each credit hour will include an average of three (3) hours of homework per week. Assignments are directly relevant to course objectives and learning outcomes and are included at the end of the syllabi. Each assignment will be graded and recorded by the instructor.

Evaluation

Assessment Type	% of Grade
Attendance/Professionalism	15%
Case Studies	15%
Homework	20%
Career Portfolio Project	15%
Examinations	35%
Total	100%

Grading Scheme

Numerical Average	Letter Grade	Quality Points
95-100	A	4.0
90-94	A-	3.7
86-89	B+	3.3
83-85	B	3.0
80-82	B-	2.7
76-79	C+	2.3
73-75	C	2.0
70-72	C-	1.7
68-69	D+	1.3
66-67	D	1.0
65	D-	0.7

Numerical Average	Letter Grade	Quality Points
0-64	F	0.0
Withdraw/Failing	W/F	0.0
Withdraw	W	----
Incomplete	I	----
Test Out	TO	----
Transfer of Credit	T	----

Course Policies

Behavioral Standards

Students are expected to abide by all public laws; to comply with the regulations and policies of the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. Respect for others in terms of language, demeanor, and attention to others while they are speaking is expected.

The College reserves the right to dismiss or suspend students for conduct which impedes, disrupts, or interferes with the orderly and continuous administration and operation of the College or any unit of the College. Attending EBI is not a right; it is a privilege.

As a part of its mission to prepare students for careers in the business and healthcare world, EBI requires students to dress in a manner that will create a positive self-image. Inappropriately dressed students may not be permitted to attend classes. Students in College externships are required to follow the participating organization's dress code.

No cell phone use or Internet access is allowed in the classroom unless permission is granted by the instructor and usage is course appropriate.

No eating or drinking in EBI's classroom laboratories (medical, business or technology), Library and Academic Achievement Center.

Attendance Policy

Attendance is mandatory and will be used when calculating participation/attendance. Class will begin promptly. Students who are late or absent are responsible to obtain lecture notes, assignments, and announcements after class, so as not to interfere with class time, or the work of fellow students. Along with the portfolio, one of the first questions a potential employer will ask the Career Services representative about is student attendance. Your attendance in the classroom directly represents your quality of potential work.

Students who do not attend classes after missing 14 consecutive calendar days or who fail to attend classes on a regular basis will be administratively dropped by the college. Since attendance is also used to verify enrollment for financial aid purposes, it is important that students attend classes on a regular basis to avoid loss of financial aid eligibility (student loans) and federal and state grants.

Make-Up Policy

When a student is absent, that student is responsible for making up missed class work. Make-up tests or quizzes *may* be offered at the *instructor's discretion* via ONE-STOP at the Library, and it is the student's responsibility to arrange a time at the librarian's convenience. One-Stop tests and quizzes must be taken within one week of the date of absence; failure to make up work, quizzes, or exams in a timely manner may result in a 0 grade. There is no charge for make-up work.

Students will not be allowed to make up the Midterm or Final Examination for the course. Midterm or Final Examinations may only be made up with approval from the Campus Director/Dean and appropriate documentation.

Academic Integrity/Plagiarism Rules

Elmira Business Institute is committed to supporting its mission to provide an educational experience designed to develop professional competencies including developing habits of personal and professional integrity. The College expects all members of its community—students, faculty, and staff—to act honestly in all situations. Actions of Academic Dishonesty will not be tolerated. Academic Dishonesty "is any form of cheating and plagiarism which results in students giving or receiving unauthorized assistance in an academic assignment or receiving credit for work which is not their own." All students are expected to agree to a pledge of honesty concerning their academic work, and faculty is expected to maintain the standards of that code. If you think it may be cheating, it probably is.

Please keep in mind that plagiarism includes:

- Copying another person's work and claiming credit for it
- Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source whether or not it is a direct quotation
- Incorrectly citing a source
- Failing to use quotation marks for a direct quote
- Improperly paraphrasing—both the words and the structure of your writing must differ from your source

Students will be given a complete policy the first day of class to review and sign.
For questions about plagiarism or assistance at any part of the writing process, please visit the Academic Achievement Center or Library.

Academic Support

Tutoring

Tutoring is available at a variety of times throughout the week. Please see the instructor for tutoring availability each week.

Academic Achievement Center

The Academic Achievement Center (AAC) hours are posted outside the door. The AAC Lab is the first stop for help for assignments, study skills, or writing for any course.

Academic Advising/Mentoring
Academic Advising/Mentoring is provided to each student throughout the semester. Staff or Faculty Mentors can facilitate student access to learning resources and answer basic questions regarding EBI academic programs and policies.

The Library
The Library supports the academic programs of the College and offers technology to assist student research in databases and on the Internet. A Librarian is available to assist in research and navigating our resources. Use the Library catalog (http://ebi.scoolaid.net/bin/home) to search for a book in the library, access databases and e-books, and find reference tools. In-formation is also available about community resources, including scholarships, part-time employment, child care, and transportation.

Course Schedule

Lesson #	Topic(s)
1	*Realization and explanation of the nature, purpose, and importance of human relations.* • Discover how the study of human relations help you achieve career success and a better work-life balance • Describe the major forces influencing human behavior at work • Identify the seven basic themes that serve as the foundation for effective human relations
2	*Improvement of personal communication skills and organizational communication.* • Explain communication process and filters • Improve your personal communication by providing feedback and developing listening skills • Improve the flow of communication through an organization • Effectively communicate with technology i.e. cell phones, voice mail, and email
3	*Identify communication style and realize the effect it has in interpersonal relations* • Describe the sociability continuum and dominance continuum and what each measures • Describe which communication style you may use and its effects on relating and communicating with others • Use style-flexing to better communicate with people with different communication styles

4	*Techniques to improve and increase self-esteem* • Compare and contrast low versus high self-esteem and its impact on a person's life • Identify and implement the techniques used to increase & improve self-esteem • Describe the techniques employers can use to increase self-esteem of employees
5	*Personal values that help make ethical choices.* • Explain benefits of developing values & strong personal character • Resolve internal values conflict & values conflicts with others • Explain the steps necessary to make ethical decisions • Outline steps an organization can take to eliminate corporate crime
6	*How attitudes can shape people's lives and affect the success of an organization* • Describe how attitudes of employees impact the success of the organization • Explain how people develop positive or negative attitudes • Employ techniques to improve attitude and have more positive attitudes • Describe how organizations can develop positive attitudes of employees
7	*Strategies to motivate yourself and others.* • Explain the complex nature of motivation and different things that motivate different people • Describe five most influential theories of motivation and contemporary motivational strategies • Utilize self-motivational strategies to reach personal and work-related goals
8	Midterm
9	*Constructive self-disclosure* • Explain how self-disclosure improves interpersonal relationships and teamwork • Describe different panes of Johari Window model, and the information placed in each pane • Determine appropriate information occasions to self-disclose and barriers to disclosing *How to achieve emotional balance* • Describe how emotions influence thinking and behavior in the workplace • Identify major factors that influence emotional development • Address, control anger, and deal with anger and/or violence of others

10	*Positive energy to improve interpersonal relationships* • Reveal how positive energy contributes to improved interpersonal relationships • Create awareness of the strong need people have for encouragement and positive feedback • Explain how to use positive reinforcement and reward to create positive energy
11	*Professional presence & positive first impression* • Realize & explain importance of having a professional presence & making a good first impression • Describe one's image and factors that form it • Compare & contrast the different factors that influence the choice for workplace clothing & attire
12	*Team building as a leadership strategy* • Explain the importance of teamwork in workplace & organizational success • Identify & describe common types of work teams & their functions • Understand team-member skills that employers look for
13	*Workplace conflict & dealing with difficult people* • Identify major causes of conflict in the workplace • Describe assertiveness, how to use it, and the negotiation skills used in conflict situations • Understand the steps and elements of the conflict resolution process
14	*Response and management of personal & work-related stress* • Find and explain major personal & work related causes of stress • Know the warning signs of too much stress • Identify & implement effective stress management strategies *Life plan for more effective human relations* • Explain coping with forces that influence work-life balance • Setting goals & standards to achieve & develop a healthy lifestyle • Discuss the importance of attempting to live the "right livelihood" and develop a plan to make positive change in your life • Find & describe non-financial resources that can enrich lives
15	*Comprehensive Final Examination*

Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.

Revised February 2016 mzt

General Information about Composing a Case Analysis

In general, a case study analysis should be organized to deal with the following items:
1. Concise, chronological restatement of the history, background, and important facts of the situation.
2. Identification of major problem(s) and issues – clearly state what the problem(s) and issues are as you interpret the case.
3. Analysis of the problem(s) – list the factors contributing to the problem(s) you have identified; that is, identify why the problem exists.
4. Possible outcomes/solution(s) – State your recommendations for dealing with the problem(s) and issues you have identified.

Adapted from http://pages.towson.edu/aclardy/ORG%20BEH%20SYL.htm

Alternate Rubric for Evaluating Case Analysis
Case Analysis Evaluation   100 Points

	Above average	Average	Below average	Points
Proper Case Analysis Format (10 points)	Follows format successfully	Follows format most of the time	Does not follow format consistently	
Content – Analysis (35 points)	Gives own analysis beyond any study questions offered	Gives some analysis	Little to no analysis- only repeats case material	
Content – Support (30 points)	Offers concrete examples and relevant support	Needs more concrete examples and/or relevant support	Selects irrelevant or ineffective examples	
Organization- Effective, Persuasive (15 points)	Connects sentences and paragraphs logically to convey ideas clearly	Connects sentences/paragraphs logically on an inconsistent basis, but main ideas are discernible	Does not connect sentences/paragraphs logically – ideas are unclear	
Writing- Effective Style/Grammar/Mechanics (10 points)	Avoids irrelevant wordiness, jargon, clichés, and uses proper grammar, spelling, and punctuation. Uses professional tone.	Uses irrelevant wordiness, jargon, clichés. Need for more professional tone. Has several grammar, spelling, or punctuation errors.	Uses extensive wordy, redundant, and vague language. Overuses jargon and clichés. Makes numerous grammar, spelling, or punctuation errors.	

Adapted from www.cpcc.edu/learningcollege/learning-outcomes/rubrics/rubric_for_case_studies.doc

The use of http://www.plagiarismchecker.com/ was used on this assignment: Yes____No____

MIDTERM

Professionalism **Rubric**

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points _____/100 points

Student's Signature: _____ Date: _____

9

FINAL

Professionalism Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
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Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points   _____/100 points

People Skills in the Workplace

	Excellent: 5	Above Average: 4	Average: 3	Fair: 2	Poor: 1	**Automatic Failure:** (A check in this column will result in an automatic failure of the project.)	Score:
Completeness: (1-2 pages minimum)	Student goes beyond the requirement of the project. (1.5-2 pages)	Student meets the upper end of the requirement of the project. (1.5 pages)	Student meets the base requirement of the project. (1 full page)	Student has barely one pages.	Student has not met the criteria.		
Content: (varies per course)	Introduction, conclusion, and all questions answered above and beyond.	Introduction, conclusion, and all questions	One page of content had been met	Less than one page.	Did not meet the criteria.		
Grammar:	Student shows excellent control of grammar and style.	Student shows above average control of grammar and style with no more than 3 mistakes in the whole project.	Student shows average control of grammar and style with no more than 6 mistakes in the whole project.	Student shows fair control of grammar and style with no more than 10 mistakes in the whole project.	Student shows poor control of grammar and style with no more than 14 mistakes in the whole project.	Student shows no control of grammar and style with more than 20 mistakes in the whole project.	
Evidence:	Student uses more sources than are required, and sources used are all academic and scholarly.	Student uses the required number of sources and they are all academic and scholarly.	Student uses the required number of sources but some may be non-academic.	Student uses less than the required number of sources and some are non-academic.	Student uses all non-academic sources.		
MLA:	MLA style is exemplary and used consistently and extensively throughout the manuscript.	MLA style is used consistently with 1-3 errors throughout the manuscript.	MLA style is used throughout the manuscript but exhibits 4-5 common errors.	MLA style is used inconsistently throughout the manuscript; 6-7 MLA errors are noted.	MLA style is poorly demonstrated. More than 8-10 MLA errors are noted.	More than 10 MLA errors are noted.	N/A
Timeliness:	Hands in early		Hands in on time	Hands in one day late	Hands in one week late		

Elmira Business Institute
Student Syllabus: Staffing and Recruiting (BUS255)

Prerequisites: BUS230   **Course Credits: 3**

Course Description

This course focuses on the effective management of the flow of talent into and through an organization. It covers human resource planning, recruiting, and selection, career transitions and other workforce movement. In particular, the force of the course is to provide opportunities to develop hands-on skills that are relevant to effectively managing talent flow.

Student Learning Outcomes

Upon completion of this course, students will be able to:
- Understand the practice of human resource staffing and recruitment in modern corporations
- Demonstrate practical skills in job analysis, writing help-wanted ads, interviewing, judging job candidates, and conducting recruiting
- Develop quantitative skills to analyze reliability, validity, and adverse impact
- Appreciate the legal environment for employers in testing, and hiring
- Understand concepts and approaches that align staffing and recruiting systems with business strategy.

Career Portfolio for Workplace Skills Program

Your Career Portfolio for Workplace Skills material demonstrates your competency and skills in your chosen career field. The completed portfolio will allow you to present examples of abilities and relevant skills to prospective employers as evidence of career readiness.

Career Portfolio for Workplace Skills Project for BUS255

The student will be assigned a specific company and be responsible for recruiting talented professionals to the company. The student will give a ten to fifteen minute presentation to the class on how they plan to recruit talent for the company.

Individual Career Portfolio course projects must be saved to be added to your on-line portfolio that will be created in Career Placement Seminar. It is your responsibility to keep these projects safe and secure.

Required Course Texts & Course Materials

Phillips, Jean and Gully, Stanley; *Strategic Staffing*, 3rd ed. Prentice Hall. 2009. Print.
(ISBN: 9780133571769)

Supplemental educational learning materials may include and are not limited to

Articles on-line from ProQuest database: http://proquest.umi.com/pqdweb and other sites, educational videos, and/or guest speakers as assigned throughout the course.

Assessment

Essay assignments and research projects will be evaluated on a standard grading rubric. Written examinations will be graded according to content (multiple choice, fill-in-the blank, short answer, and/or essay).

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Evaluation

Assessment Type	% of Grade
Attendance/Professionalism	15%
Examinations	35%
Case Studies	15%
Career Portfolio Project	15%
Homework	20%
Total	100%

Grading Scheme

Numerical Average	Letter Grade	Quality Points
95-100	A	4.0
90-94	A-	3.7
86-89	B+	3.3
83-85	B	3.0
80-82	B-	2.7
76-79	C+	2.3
73-75	C	2.0
70-72	C-	1.7
68-69	D+	1.3
66-67	D	1.0
65	D-	0.7
0-64	F	0.0
Withdraw/Failing	W/F	0.0
Withdraw	W	----
Incomplete	I	----
Test Out	TO	----
Transfer of Credit	T	----

Course Policies

Behavioral Standards

Students are expected to abide by all public laws; to comply with the regulations and policies of the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. Respect for others in terms of language, demeanor, and attention to others while they are speaking is expected.

The College reserves the right to dismiss or suspend students for conduct which impedes, disrupts, or interferes with the orderly and continuous administration and operation of the College or any unit of the College. Attending EBI is not a right; it is a privilege.

As a part of its mission to prepare students for careers in the business and healthcare world, EBI requires students to dress in a manner that will create a positive self-image. Inappropriately dressed students may not be permitted to attend classes. Students in College externships are required to follow the participating organization's dress code.

No cell phone use or Internet access is allowed in the classroom unless permission is granted by the instructor and usage is course appropriate.

No eating or drinking in EBI's classroom laboratories (medical, business or technology), Library and Academic Achievement Center.

Attendance Policy

Attendance is mandatory and will be used when calculating participation/attendance. Class will begin promptly. Students who are late or absent are responsible to obtain lecture notes, assignments, and announcements after class, so as not to interfere with class time, or the work of fellow students. Along with the portfolio, one of the first questions a potential employer will ask the Career Services representative about is student attendance. Your attendance in the classroom directly represents your quality of potential work.

Students who do not attend classes after missing 14 consecutive calendar days or who fail to attend classes on a regular basis will be administratively dropped by the college. Since attendance is also used to verify enrollment for financial aid purposes, it is important that students attend classes on a regular basis to avoid loss of financial aid eligibility (student loans) and federal and state grants.

Make-Up Policy

When a student is absent, that student is responsible for making up missed class work. Make-up tests or quizzes *may* be offered at the *instructor's discretion* via ONE-STOP at the Library, and it is the student's responsibility to arrange a time at the librarian's convenience. One-Stop tests and quizzes must be taken within one week of the date of absence; failure to make up work, quizzes, or exams in a timely manner may result in a 0 grade. There is no charge for make-up work.

Students will not be allowed to make up the Midterm or Final Examination for the course. Midterm or Final Examinations may only be made up with approval from the Campus Director/Dean and appropriate documentation.

Academic Integrity/Plagiarism Rules

Elmira Business Institute is committed to supporting its mission to provide an educational experience designed to develop professional competencies including developing habits of personal and professional integrity. The College expects all members of its community—students, faculty, and staff—to act honestly in all situations. Actions of Academic Dishonesty will not be tolerated. Academic Dishonesty "is any form of cheating and plagiarism which results in students giving or receiving unauthorized assistance in an academic assignment or receiving credit for work which is not their own." All students are expected to agree to a pledge of honesty concerning their academic work, and faculty is expected to maintain the standards of that code. If you think it may be cheating, it probably is.

Please keep in mind that plagiarism includes:

- Copying another person's work and claiming credit for it
- Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source <u>whether or not it is a direct quotation</u>
- Incorrectly citing a source
- Failing to use quotation marks for a direct quote
- Improperly paraphrasing—both the <u>words</u> and the <u>structure</u> of your writing must differ from your source

Students will be given a complete policy the first day of class to review and sign.
For questions about plagiarism or assistance at any part of the writing process, please visit the Academic Achievement Center or Library.

Academic Support

Tutoring

Tutoring is available at a variety of times throughout the week. Please see the instructor for tutoring availability each week.

Academic Achievement Center

The Academic Achievement Center (AAC) hours are posted outside the door. The AAC Lab is the first stop for help for assignments, study skills, or writing for any course.

Academic Advising/Mentoring

Academic Advising/Mentoring is provided to each student throughout the semester. Staff or Faculty Mentors can facilitate student access to learning resources and answer basic questions regarding EBI academic programs and policies.

The Library

The Library supports the academic programs of the College and offers technology to assist student research in databases and on the Internet. A Librarian is available to assist in research and navigating our resources. Use the Library catalog (http://ebi.scoolaid.net/bin/home) to search for a book in the library, access databases and e-books, and find reference tools. Information is also available about community resources, including scholarships, part-time employment, child care, and transportation.

Course Schedule

Lesson#	Topic(s)
1	*Strategic Staffing at Caribou Coffee* • Definition and context • Understand the differences between strategic staffing versus traditional staffing • Describe the components and goals of strategic staffing • Understand integrating functional areas of HR management • Organizational methods for improving performance
2	*Business and Staffing Strategies at Starbucks* • Understand the resource based view of firm • Identify the firm's business strategy and talent philosophy • Describe methods for measuring your firm's climate for diversity • Determining and deriving the firm's staffing strategy • Describe various strategic staffing decisions • Understand competitive talent advantage
3	*The Legal Context* • Explain why complying with staffing laws can be strategic • Discuss different types of employment relationships • Describe different types of staffing-related lawsuits • Discuss the role affirmative action and equal employment opportunity play in a firm's staffing processes
4	*Strategic Job Analysis and Competency Modeling* • Explain why doing a job analysis can be strategic • Describe the different types of job analyses and for what they are used • Define *job description* and *person specification,* and describe how they are used • Describe the advantages and disadvantages of different job analysis methods • Describe how to conduct a job analysis
5	*Forecasting and Planning* • Describe the workforce planning process • Discuss how an organization can predict its future business activity • Describe how an organization can forecast its demand for workers • Explain how to forecast the likely supply of available workers from inside and outside the firm • Discuss how to develop action plans to address gaps between labor supply and labor demand • Describe the staffing planning process.
6	*Sourcing: Identifying Recruits* • Describe the role of sourcing in the staffing process • Explain what makes one recruiting source more effective than another • List alternative recruiting sources and match them with specific jobs • Create a sourcing plan • Explain how to best source nontraditional applicant pools • Explain the role geographic targeting plays in the sourcing process

7	*Recruiting* • Describe the purpose of recruiting • Explain what recruitment "spillover effects" are • Understand what makes a recruiter more or less effective • Describe how recruiting guides and the EEOC's best recruiting practices promote recruiting consistency and quality
8	*Midterm* *Measurement* • Explain why measurement and assessment are important to staffing • Describe patterns in data • Understand correlation and regression and explain how each is used • Define practical and statistical significance and explain why they are important • Define reliability and validity and explain how they affect the evaluation of a measure • Explain why standardization and objectivity are important in measurement
9	*Assessing External Candidates* • Identify different external assessment goals • Describe what is meant by an assessment plan • Describe different assessment methods and how each is best used • Discuss how to evaluate external assessment methods • Identify ways to reduce the adverse impact of an assessment method
10	*Assessing Internal Candidates* • Identify the goals of internal assessment goals • Discuss how internal assessment can enhance a firm's strategic capabilities • Describe different internal assessment methods • Discuss the importance of integrating succession management and career development • Describe the two models of internal assessment
11	*Choosing and Hiring Candidates* • Describe different ways of combining candidates' scores on different assessment methods to calculate an overall score • Describe three different ways of making a final choice of whom to hire • Discuss the f actors that influence the content of a company's job offer • Describe the four different job offer strategies • Describe different types of fairness and explain why candidates' perceptions of fairness are important to staffing
12	*Managing Workforce Flow* • Discuss ways to make socialization more effective • Describe the six different types of turnover • Discuss employee retention strategies • Discuss various ways of downsizing a company's workforce • Describe how to effectively terminate an employee

13	*Staffing System Evaluation and Technology* • Describe the effects staffing activities have on applicants, new hires, and organizations • Explain the different types of staffing metrics and how each is used best • Describe a balanced staffing scorecard • Explain how digital staffing dashboards can help managers monitor and improve the staffing process • Describe how staffing technology can improve the efficiency and effectiveness of the staffing function
14	Review
15	Final Examination

Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.

Revised February 2016 mzt

Generic Presentation Rubric
Name: _____
Grade:_____
Title: _____
Time: _____

A "C" (3) speech must meet the following standards:
- ☐ Student maintains eye contact and body language gestures are appropriate
- ☐ The speech meets the general requirements of the speech as well as the specifics of the assignment.
- ☐ The content is appropriate for the audience.
- ☐ The speech is sufficiently focused and has a clearly identifiable purpose.
- ☐ The speech contains adequate supporting material.
- ☐ The speech reflects responsible knowledge.
- ☐ The pace of the presentation is appropriate; information is appropriately distributed through introduction, body, and conclusion.
- ☐ The speaker uses language correctly.
- ☐ The speech is presented on the day assigned, and falls within the assigned time range.
- ☐ Reputable sources are annotated, with sections in the presentation marked and noted "paraphrased" or "quoted" (with MLA style including cited page)
- ☐ Outline/paper as assigned to accompany presentation

A "B" (4) speech must satisfy all requirements for a "C" speech and meet the following standards:
- ☐ The topic is challenging to a college audience.
- ☐ The topic is adapted to fit the audience.
- ☐ The speaker demonstrates personal commitment to the topic and assignment.
- ☐ The speech has a greater research base beyond minimal adequacy.
- ☐ The speaker uses a variety of supporting materials.
- ☐ The speaker clearly documents verbal references within the presentation.
- ☐ The speech captures and sustains attention.

An "A" (5) speech must satisfy all requirements for a "B" speech and meet the following standards:
- ☐ The speech demonstrates imagination and creativity in topic selection/development.
- ☐ Information and supporting materials are varied, well adapted to the audience, and skillfully integrated.
- ☐ The speech has a complete research base.
- ☐ The speaker demonstrates a comprehensive analysis and understanding of ideas/issues.
- ☐ The speaker presents a polished presentation.

A "D" (2) speech does not meet two or three of the standards from a "C" speech, or
- ☐ The speech is based entirely on biased information or unsupported opinions.
- ☐ The subject is inappropriate, offensive, or confusing to the audience.
- ☐ The speaker demonstrates a lack of seriousness about the assignment.

An "F" (1) speech does not meet four or more of the standards from a "C" speech, reflects one or more of the problems associated with a "D" speech, or
- ☐ The speech contains fabricated supporting material.
- ☐ The speaker deliberately distorts evidence.
- ☐ The speech is plagiarized

Comments:

In general, a case study analysis should be organized to deal with the following items:

1. Concise, chronological restatement of the history, background, and important facts of the situation.
2. Identification of major problem(s) and issues – clearly state what the problem(s) and issues are as you interpret the case.
3. Analysis of the problem(s) – list the factors contributing to the problem(s) you have identified; that is, identify why the problem exists.
4. Possible outcomes/solution(s) – State your recommendations for dealing with the problem(s) and issues you have identified.

Alternate Rubric for Evaluating Case Analysis
Case Analysis Evaluation   100 Points

	Above average	Average	Below average	Points
Proper Case Analysis Format (10 points)	Follows format successfully	Follows format most of the time	Does not follow format consistently	
Content – Analysis (35 points)	Gives own analysis beyond any study questions offered	Gives some analysis	Little to no analysis- only repeats case material	
Content – Support (30 points)	Offers concrete examples and relevant support	Needs more concrete examples and/or relevant support	Selects irrelevant or ineffective examples	
Organization- Effective, Persuasive (15 points)	Connects sentences and paragraphs logically to convey ideas clearly	Connects sentences/paragraphs logically on an inconsistent basis, but main ideas are discernible	Does not connect sentences/paragraphs logically – ideas are unclear	
Writing- Effective Style/Grammar/Mechanics (10 points)	Avoids irrelevant wordiness, jargon, clichés, and uses proper grammar, spelling, and punctuation. Uses professional tone.	Uses irrelevant wordiness, jargon, clichés. Need for more professional tone. Has several grammar, spelling, or punctuation errors.	Uses extensive wordy, redundant, and vague language. Overuses jargon and clichés. Makes numerous grammar, spelling, or punctuation errors.	

Adapted from http://pages.towson.edu/aclardy/ORG%20BEH%20SYL.htm

MIDTERM

Professionalism Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points   _____/100 points

Student's Signature: _____   Date: _____

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FINAL

Professionalism Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
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Total Points   _____/100 points

11

Elmira Business Institute
Student Syllabus: Employment Law (BUS260)

Prerequisites: **Course Credits: 3**

Course Description

The course will introduce a broad scope of employment laws and provides the opportunity to apply these laws to the employment arena. In particular, the course will provide students with an overview of the legal environment of the modern American workplace, including an awareness of the legal, social, economic, and political forces impacting the law, and responsive strategies for the business manager.

Student Learning Outcomes

Upon completion of this course, students will be able to:
- Analyze employee and employer relationship
- Analyze employment regulations relating to a union environment and a potential union environment
- Apply legal requirements to employment conditions
- Apply legal requirements to the regulation of worker benefits
- Apply employment regulations for civil liberties and equal employment in workplace situations
- Apply workplace privacy laws
- Analyze current issues of employment law in the workplace

Career Portfolio for Workplace Skills Program

Your Career Portfolio for Workplace Skills material demonstrates your competency and skills in your chosen career field. The completed portfolio will allow you to present examples of abilities and relevant skills to prospective employers as evidence of career readiness.

Career Portfolio for Workplace Skills Project for BUS260

The student will be given cases in written and/or visual form, describing ethical issues in management. The student will compose a three-to-five page paper, using MLA format, explaining the process necessary to resolve those issues described in the cases.

Individual Career Portfolio course projects must be saved to be added to your on-line portfolio that will be created in Career Placement Seminar. It is your responsibility to keep these projects safe and secure.

Required Course Texts & Course Materials

Bennett-Alexander, Hartman; *Employment Law for Business*, 8th ed. New York, New York:
        McGraw Hill Publishing, 2012. Print. (ISBN: 9780078023798)

Supplemental educational learning materials may include and are not limited to
"Steingold, Fred, Schroeder, Alayna; *The Employer's Legal Handbook* 9th ed. Berkeley: Nolo
        Press. 2009. Print. (ISBN: 9781413310238)

Articles on- line from ProQuest database: http://proquest.umi.com/pqdweb and other sites,
      periodicals, educational videos, and/or guest speakers as assigned throughout the course.
Kallman, Ernest, Al. and Grillo, John. *Ethical Decision Making and Information Technology
      and Introduction with Cases* 2nd ed. New York, New York: McGraw-Hill 1996. Print.

Assessment

Essay assignments and research projects will be evaluated on a standard grading rubric. Written
examinations will be graded according to content (multiple choice, fill-in-the blank, short
answer, and/or essay).

The instructor will endeavor to return student work product by the next official class period
whenever possible. Essay and/or research projects will be returned as soon as all class projects
have been graded.

Student Homework Policy Statement

Elmira Business Institute (EBI) syllabi contain assignments in alignment with the federal gov-
ernment's definition of appropriate, assigned homework for each credit hour. For each one-
credit hour of classroom or direct faculty instruction, two hours of out-of-class student work will
be assigned. (For example: A three-credit course will include an average of six (6) hours of
homework each week.). For classes with laboratory or clinical work, a three-credit, four-hour
class will include an average of six (6) hours of homework each week. For externships, each
credit hour will include an average of three (3) hours of homework per week. Assignments are
directly relevant to course objectives and learning outcomes and are included at the end of the
syllabi. Each assignment will be graded and recorded by the instructor.

Evaluation

Assessment Type	% of Grade
Attendance/Professionalism	15%
Examinations	35%
Homework	20%
Career Portfolio Project	15%
Case Studies	15%
Total	100%

Grading Scheme

Numerical Average	Letter Grade	Quality Points
95-100	A	4.0
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86-89	B+	3.3
83-85	B	3.0
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Course Policies

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Students are expected to abide by all public laws; to comply with the regulations and policies of the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. Respect for others in terms of language, demeanor, and attention to others while they are speaking is expected.

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Please keep in mind that plagiarism includes:
- Copying another person's work and claiming credit for it
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Course Schedule

Lesson#	Topic(s)
1	*The Regulation of Employment* • Describe the balance between the freedom to contract and the current regulatory environment for employment • Identify who is subject to which employment laws and understand the implication of each of these laws for both the employer and employee • Delineate the risks to the employer from employee misclassification • Explain the difference between an employee and an independent contractor and the tests that help us in that determination • Articulate the various ways in which the concept "employer" is defined by the various employment-related regulations • Describe the permissible parameters of non-compete agreements
2	*The Employment Law Toolkit: Resources for Understanding the Law and Recurring Legal Concepts* • Understand how to read and digest legal cases and citations • Explain and distinguish the concepts of *stare decisis* and precedent • Evaluate whether an employee is an at-will employee • Determine if an at-will employee has sufficient basis for wrongful discharge • Recite and explain at least three exceptions to employment-at-will • Distinguish between disparate impact and disparate treatment discrimination claims • Provide several bases for employer defenses to employment discrimination claims • Determine if there is sufficient basis for a retaliation claim by an employee • Identify sources for further legal information and resources

3	*Title VII of the Civil Rights Act of 1964* • Explain the history leading up to the passage of the Civil Rights Act of 1964 • Provide examples of ways that certain groups of people were treated differently before passage of the Civil Right Act • Discuss what is prohibited by Title VII • Recognize who is covered by Title VII and who is not • Sate how a Title VII claim is filed and proceeds through the administrative process • Determine if a Title VII claimant is able to proceed after receiving a no-reasonable-cause finding • Distinguish between the various types of alternative dispute resolution used by EEOC • Explain the Post-Civil War Statutes, including what each is and what it does • Discuss what management can do to comply with Title VII
4	*Legal Construction of the Employment Environment* • Explain why employers might be concerned about ensuring protections for equal opportunity during recruitment • Describe how the recruitment environment is regulated, by both statues and common law • Describe the employers opportunities during the information-gathering process to learn as much as possible about hiring the most effective worker • Explain how the employer might be liable under the theory of negligent hiring • Identify the circumstances under which an employer may be responsible for an employee's compelled self-publication, thus liable for defamation • Explain the difference between testing for eligibility and testing for ineligibility, and provide examples of each • Identify the key benefits of performance appraisal structures as well as their areas of potential pitfalls
5	*Affirmative Action* • Discuss what affirmative action is and why it was created • Provide results of several studies indicating why there continues to be a need to take more than a passive approach to equal employment opportunity • Name and explain the three types of affirmative action • Explain when affirmative action plans are required and how they are created • List the basic safeguards put in place in affirmative action plans to minimize harm to others • Define "reverse discrimination" and tell how it relates to affirmative action • Explain the arguments of those opposed to affirmative action and those who support it • Explain the concept of valuing diversity/inclusion/multiculturalism and why it is needed, and give examples of ways to do it

6	*Race and Color Discrimination* • Discuss and give details on the history of race discrimination and civil rights in the United States • Explain the relevance of history of civil rights to present day workplace race discrimination issues • Set forth the findings of several recent studies on race inequalities • Identify several ways that race and color discrimination are manifested in the workplace • Explain why national origin issues have recently been included under race discrimination claims by the EEOC • Describe ways in which an employer can avoid potential liability for race and color discrimination
7	*National Origin Discrimination* • Describe the impact and implications of the changing demographics of the American workforce • Define the *prima facie* case for national origin discrimination under Title VII • Explain the legal status surrounding "English-only policies" in the workplace • Describe a claim for harassment based on national origin and discuss how it might be different from one based on other protected classes • Identify the difference between citizenship and national origin • Explain the extent of protection under the Immigration Reform and Control Act *Gender Discrimination* • Recite Title VII and other laws relating to gender discrimination • Understand the background of gender discrimination and how we know it still exists • List the different ways in which gender discrimination is manifested in the workplace • Analyze a situation and determine if there are gender issues that may result in employer liability • Define fetal protection policies, gender-plus discrimination, workplace lactation issues, and gender-based logistical concerns • Differentiate between legal and illegal grooming policies • List common gender realities at odds with common bases for illegal workplace determinations • Distinguish between equal pay and comparable worth and discuss proposed legislation
8	Midterm Examination

9	*Sexual Harassment* • Discuss the background leading up to sexual harassment as a workplace issue • Explain quid pro quo sexual harassment and give the requirements for making a case • Explain hostile environment sexual harassment and give the requirements for making a case • List and explain employer defenses to sexual harassment claims • Define the reasonable victim standard and how and why it is used in sexual harassment cases • Differentiate the sex requirement and anti-female animus in sexual harassment actions • Explain employer liability for various types of sexual harassment claims • Describe proactive and corrective actions an employer can to take to prevent or lessen liability
10	*Affinity Orientation Discrimination* • Relate the history of the modern gay rights movement • Name the states that include gays and lesbians in their anti-discrimination laws as well as Title VII's position • Provide the pros and cons of employers being inclusive of gay and lesbian employees • Discuss how some courts have circumvented the exclusion of gays and lesbians from Title VII coverage • Identify whether same-gender sexual harassment is covered by Title VII • Discuss the workplace issues involving transgender • Identify some of the employment benefits issues for gays and lesbians • List some ways that employers can address gay and lesbian issues in the workplace
11	*Religious Discrimination* • Discuss the background of religious discrimination and give some contemporary issues • Give Title VII's definition of religion for discrimination purposes • Explain religious conflicts under Title VII and give examples • Define religious accommodation and guidelines to its usage • Define undue hardship as it allows and employer defense to religious discrimination claims • Describe religious harassment and give examples • Identify the ways in which unions and religious conflicts occur • List some ways in which management can avoid religious discrimination conflicts

12	*Age Discrimination* • Distinguish between • the perception of older workers from the reality of their impact in the workplace • Describe the history of the protection of older workers in the United States • Distinguish the ADEA and state-based age discrimination laws • Identify the legal options available to an employee who believes that he or she is a victim of age discrimination • Explain the *prima facie* case of discrimination based on age • Describe the bona fide occupational qualification defenses available to employers under the ADEA • Distinguish circumstances where disparate impact and disparate treatment apply in connection with age discrimination • Analyze factual circumstances when employer economic concerns may justify adverse action against particular groups of workers • Recognize necessary elements to establish pretext under the ADEA • Define the parameters of a valid waiver of ADEA rights
13	*Disability Discrimination* • Identify the current environment for disabled workers in today's workplaces • Identify the challenges inherent in drafting, interpreting, and enforcing disability anti-discrimination statute • Outline the *prima facie* case for discrimination under the Americans with Disabilities Act, paralleled by section 504 of the Vocational Rehabilitation Act of 1973 • Describe the term *disability* as it is defined by the ADA and offer examples of covered disabilities or disabilities that may not be covered • Define *major life activity* and *substantially limited* according to court decisions under the ADA • Explain how someone could be covered by the ADA when they are not at all disabled, under the provision for "*perception of impairment*" • Describe how employers can determine the reasonableness of any proposed accommodation • Outline the burden-shifting framework of the ADA • Describe the defenses available to employers under the ADA • Describe how the law treats mental or intellectual disabilities under the ADA • Identify the distinctions between employer liability based on worker's compensation and liability based on the ADA

14	*The Employee's Right to Privacy and Management of Personal Information* • Describe the nature of privacy as a fundamental right • Explain the three general ways in which privacy is legally protected in the United States • Define the legal concept of a "reasonable expectation of privacy" and its application to the workplace • Identify and apply the standard for unreasonable searches and seizures under the Fourth Amendment • Explain the distinctions between the protections for public and private sector privacy • Describe the legal framework that applies to private sector privacy cases • Identify and differentiate the prima facie cases for common-law claims of privacy invasion (intrusion into seclusion public disclosure of private facts, publication in a false light, and breach of contract/defamation) • Explain the extent to which an employer can legally dictate the off-work acts of its employees • Discuss how advances in technology have impacted employee privacy • State the key business justifications for employee monitoring • Explain the most effective means by which to design and implement a technology use policy • Describe the legal environment that surrounds employee use of social media technologies *Labor Law* • Discuss the history of unions in the United States • Identify the Norris-LaGuardia Act of 1932 and what it covers • Identify the National Labor Relations Act of 1935 (Wagner Act) and what it requires • List and explain several collective bargaining agreement clauses • Explain unfair labor practices and give examples • Describe the Taft-Hartley Act of 1947 and its requirements • Define the Landrum-Griffin Act of 1959 (Labor Management Reporting and Disclosure Act) and its provisions • Discuss collective bargaining in the public sector and how it differs from the private sector
15	*Comprehensive Final Examination*

Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.

Revised February 2016 mzt

General Information about Composing a Case Analysis

In general, a case study analysis should be organized to deal with the following items:
1. Concise, chronological restatement of the history, background, and important facts of the situation.
2. Identification of major problem(s) and issues – clearly state what the problem(s) and issues are as you interpret the case.
3. Analysis of the problem(s) – list the factors contributing to the problem(s) you have identified; that is, identify why the problem exists.
4. Possible outcomes/solution(s) – State your recommendations for dealing with the problem(s) and issues you have identified.

Adapted from http://pages.towson.edu/aclardy/ORG%20BEH%20SYL.htm

Alternate Rubric for Evaluating Case Analysis
Case Analysis Evaluation   100 Points

	Above average	Average	Below average	Points
Proper Case Analysis Format (10 points)	Follows format successfully	Follows format most of the time	Does not follow format consistently	
Content – Analysis (35 points)	Gives own analysis beyond any study questions offered	Gives some analysis	Little to no analysis- only repeats case material	
Content – Support (30 points)	Offers concrete examples and relevant support	Needs more concrete examples and/or relevant support	Selects irrelevant or ineffective examples	
Organization- Effective, Persuasive (15 points)	Connects sentences and paragraphs logically to convey ideas clearly	Connects sentences/paragraphs logically on an inconsistent basis, but main ideas are discernible	Does not connect sentences/paragraphs logically – ideas are unclear	
Writing- Effective Style/Grammar/Mechanics (10 points)	Avoids irrelevant wordiness, jargon, clichés, and uses proper grammar, spelling, and punctuation. Uses professional tone.	Uses irrelevant wordiness, jargon, clichés. Need for more professional tone. Has several grammar, spelling, or punctuation errors.	Uses extensive wordy, redundant, and vague language. Overuses jargon and clichés. Makes numerous grammar, spelling, or punctuation errors.	

Adapted from www.cpcc.edu/learningcollege/learningoutcomes/rubrics/rubric_for_case_studies.doc

The use of http://www.plagiarismchecker.com/ was used on this assignment: Yes____ No____

Generic Writing Rubric

	Excellent: 5	Above Average: 4	Average: 3	Fair: 2	Poor: 1	**Automatic Failure:** (A check in this column will result in an automatic failure of the project.)	**Score:**
Completeness: (1-2 pages minimum)	Student goes beyond the requirement of the project. (1.5-2 pages)	Student meets the upper end of the requirement of the project. (1.5 pages)	Student meets the base requirement of the project. (1 full page)	Student has barely one pages.	Student has not met the criteria.		
Content: (varies per course)	Introduction, conclusion, and all questions answered above and beyond.	Introduction, conclusion, and all questions	One page of content had been met	Less than one page.	Did not meet the criteria.		
Grammar:	Student shows excellent control of grammar and style.	Student shows above average control of grammar and style with no more than 3 mistakes in the whole project.	Student shows average control of grammar and style with no more than 6 mistakes in the whole project.	Student shows fair control of grammar and style with no more than 10 mistakes in the whole project.	Student shows poor control of grammar and style with no more than 14 mistakes in the whole project.	Student shows no control of grammar and style with more than 20 mistakes in the whole project.	
Evidence:	Student uses more sources than are required, and sources used are all academic and scholarly.	Student uses the required number of sources and they are all academic and scholarly.	Student uses the required number of sources but some may be non-academic.	Student uses less than the required number of sources and some are non-academic.	Student uses all non-academic sources.		
MLA:	MLA style is exemplary and used consistently and extensively throughout the manuscript.	MLA style is used consistently with 1-3 errors throughout the manuscript.	MLA style is used throughout the manuscript but exhibits 4-5 common errors.	MLA style is used inconsistently throughout the manuscript; 6-7 MLA errors are noted.	MLA style is poorly demonstrated. More than 8-10 MLA errors are noted.	More than 10 MLA errors are noted.	N/A
Timeliness:	Hands in early		Hands in on time	Hands in one day late	Hands in one week late		

Comments:

MIDTERM

Professionalism Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points   _____/100 points

Student's Signature: _____   Date: _____

13

FINAL

Professionalism Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
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Total Points   _____/100 points

Elmira Business Institute
Student Syllabus: Fundamentals of Selling (BUS265)

Prerequisites: None   **Course Credits: 3**

Course Description

This course covers the principles, problems, and techniques of one-on-one selling of ideas, products, and services in today's domestic and international markets. Active participation provides practical experience through guided role-playing with techniques for success as a sales professional. Psychological and social aspects of buyer motivation are studied, as well as critical thinking, elements of presentation, and ethics as appropriate for developing beginning sales skills.

Student Learning Outcomes

Upon completion of this course, students will be able to:

- Describe the selling profession
- Discuss the psychological aspects of selling
- Compare communication skills used in selling
- Write an effective evaluation of the entire sales presentation for each member of the class during the role-play session
- Conduct a sales call by phone or in person
- Recognize, analyze and effectively handle sales objections
- Apply closing techniques to consummate the sale
- Develop and implement a plan of prospecting for a specific product or service
- Apply at least one method for getting referrals
- Organize and present an actual sales presentation for a market or service

Career Portfolio for Workplace Skills Program

Your Career Portfolio for Workplace Skills material demonstrates your competency and skills in your chosen career field. The completed portfolio will allow you to present examples of abilities and relevant skills to prospective employers as evidence of career readiness.

Individual Career Portfolio course projects must be saved to be added to your on-line portfolio that will be created in Career Placement Seminar. It is your responsibility to keep these projects safe and secure.

Career Portfolio for Workplace Skills Project for BUS265
The student will be given an example product and be asked to give a ten-to-fifteen minute sales presentation to the class on the product. The individual instructor will assign the example products in class and provide specific details for individual direction on the assignment.

Required Course Texts & Course Materials

Futrell, Charles. *Fundamentals of Selling.* 13th ed. New York: McGraw-Hill Higher Education. 20114. Print. (ISBN: 9780077861018)

Supplemental educational learning materials may include and are not limited to

"Articles on-line from ProQuest database: http://proquest.umi.com/pqdweb and other sites, educational videos, and/or guest speakers as assigned throughout the course.

Fleming, Noah. *Evergreen: Cultivate the Enduring Customer Loyalty That Keeps Your Business Thriving*. , 2015. Print. (ISBN: 9780814434437)

Berger, Jonah. *Contagious: How to Build Word of Mouth in the Digital Age*, 2014. Print.

Assessment

Essay assignments and research projects will be evaluated on a standard grading rubric. Written examinations will be graded according to content (multiple choice, fill-in-the blank, short answer, and/or essay).

The instructor will endeavor to return student work product by the next official class period whenever possible. Essay and/or research projects will be returned as soon as all class projects have been graded.

Student Homework Policy Statement

Elmira Business Institute (EBI) syllabi contain assignments in alignment with the federal government's definition of appropriate assigned homework for each credit hour. For each one credit hour of classroom or direct faculty instruction, two hours of out-of-class student work will be assigned. (For example, a three credit course will include an average of 6 hours of homework each week for 15 weeks). For classes with lab or clinical work, a three credit, four hour class will include an average of 6 hours of homework each week. For externships, each credit hour will include an average of 3 hours of homework per week. Assignments are directly relevant to course objectives and learning outcomes and are included at the end of the syllabi. Each assignment will be graded and recorded by the instructor.

Evaluation

Assessment Type	% of Grade
Attendance/Professionalism	15%
Case Studies	15%
Homework	20%
Career Portfolio Project	15%
Examinations	35%
Total	100%

Grading Scheme

Numerical Average	Letter Grade	Quality Points
95-100	A	4.0
90-94	A-	3.7
86-89	B+	3.3
83-85	B	3.0
80-82	B-	2.7
76-79	C+	2.3
73-75	C	2.0
70-72	C-	1.7
68-69	D+	1.3
66-67	D	1.0
65	D-	0.7
0-64	F	0.0
Withdraw/Failing	W/F	0.0
Withdraw	W	----
Incomplete	I	----
Test Out	TO	----
Transfer of Credit	T	----

Course Policies

Behavioral Standards

Students are expected to abide by all public laws; to comply with the regulations and policies of the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. Respect for others in terms of language, demeanor, and attention to others while they are speaking is expected.

The College reserves the right to dismiss or suspend students for conduct which impedes, disrupts, or interferes with the orderly and continuous administration and operation of the College or any unit of the College. Attending EBI is not a right; it is a privilege.

As a part of its mission to prepare students for careers in the business and healthcare world, EBI requires students to dress in a manner that will create a positive self-image. Inappropriately dressed students may not be permitted to attend classes. Students in College externships are required to follow the participating organization's dress code.

No cell phone use or Internet access is allowed in the classroom unless permission is granted by the instructor and usage is course appropriate.

No eating or drinking in EBI's classroom laboratories (medical, business or technology), Library and Academic Achievement Center.

Attendance Policy

Attendance is mandatory and will be used when calculating participation/attendance. Class will begin promptly. Students who are late or absent are responsible to obtain lecture notes, assignments, and announcements after class, so as not to interfere with class time, or the work of fellow

students. Along with the portfolio, one of the first questions a potential employer will ask the Career Services representative about is student attendance. Your attendance in the classroom directly represents your quality of potential work.

Students who do not attend classes after missing 14 consecutive calendar days or who fail to attend classes on a regular basis will be administratively dropped by the college. Since attendance is also used to verify enrollment for financial aid purposes, it is important that students attend classes on a regular basis to avoid loss of financial aid eligibility (student loans) and federal and state grants.

Make-Up Policy
When a student is absent, that student is responsible for making up missed class work. Make-up tests or quizzes *may* be offered at the *instructor's discretion* via ONE-STOP at the Library, and it is the student's responsibility to arrange a time at the librarian's convenience. One-Stop tests and quizzes must be taken within one week of the date of absence; failure to make up work, quizzes, or exams in a timely manner may result in a 0 grade. There is no charge for make-up work.

Students will not be allowed to make up the Midterm or Final Examination for the course. Midterm or Final Examinations may only be made up with approval from the Campus Director/Dean and appropriate documentation.

Academic Integrity/Plagiarism Rules
Elmira Business Institute is committed to supporting its mission to provide an educational experience designed to develop professional competencies including developing habits of personal and professional integrity. The College expects all members of its community—students, faculty, and staff—to act honestly in all situations. Actions of Academic Dishonesty will not be tolerated. Academic Dishonesty "is any form of cheating and plagiarism which results in students giving or receiving unauthorized assistance in an academic assignment or receiving credit for work which is not their own." All students are expected to agree to a pledge of honesty concerning their academic work, and faculty is expected to maintain the standards of that code. If you think it may be cheating, it probably is.

Please keep in mind that plagiarism includes:
* Copying another person's work and claiming credit for it
* Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source whether or not it is a direct quotation
* Incorrectly citing a source
* Failing to use quotation marks for a direct quote
* Improperly paraphrasing—both the words and the structure of your writing must differ from your source

Students will be given a complete policy the first day of class to review and sign.
For questions about plagiarism or assistance at any part of the writing process, please visit the Academic Achievement Center or Library.

Academic Support

Tutoring

Tutoring is available at a variety of times throughout the week. Please see the instructor for tutoring availability each week.

Academic Achievement Center

The Academic Achievement Center (AAC) hours are posted outside the door. The AAC Lab is the first stop for help for assignments, study skills, or writing for any course.

Academic Advising/Mentoring

Academic Advising/Mentoring is provided to each student throughout the semester. Staff or Faculty Mentors can facilitate student access to learning resources and answer basic questions regarding EBI academic programs and policies.

The Library

The Library supports the academic programs of the College and offers technology to assist student research in databases and on the Internet. A Librarian is available to assist in research and navigating our resources. Use the Library catalog (http://ebi.scoolaid.net/bin/home) to search for a book in the library, access databases and e-books, and find reference tools. In-formation is also available about community resources, including scholarships, part-time employment, child care, and transportation.

Course Schedule

Lesson#	Topic(s)
1	*The Life, Times and Career of the Professional Salesperson* • Define & explain "selling" • Explain why everyone sells, even you • Explain the relationship between the definition of personal selling & the Golden Rule of Personal Selling • Discuss the reasons people might choose a sales career • Enumerate some of the various types of sales job. • Describe the job activities of salespeople • Define the characteristics that salespeople believe are needed for success in building relationships with customers • List and explain the ten steps in the sales process
2	*Relationship Marketing: Where Personal Selling Fits* • Define & explain the terms *marketing* and *marketing concept* • Describe the evolution of customer orientation in the United States • Answer the question, Why is marketing important to an organization? • Illustrate how the firm's product, price, distribution, and promotion efforts are coordinated for maximum sales success • Explain why an organization should listen to its customers • Discuss the role of personal selling in the firm's marketing relationship efforts • Understand a salesperson's roles when practicing consultative selling

3	*Ethics First…Then Customer Relationships* • Describe management's social responsibilities • Explain what influences ethical behavior • Define Management's ethical responsibilities • Discuss ethical dealings among salespeople, employers, & customers • Describe the international side of ethics • Explain what is involved in managing sales ethics
4	*The Psychology of Selling: Why People Buy* • Explain the differences between a feature, an advantage, & a benefit • Be able to construct a SELL sequence • Know when & how to use a trial close • Explain why people buy benefits rather than features or advantages • Enumerate techniques for determining a customer's needs • List factors that influence the customer's buying decision • Show why buying is a choice decision
5	*Relationship Building: It's Not All Talk* • Present & discuss the salesperson-buyer communication process • Discuss & illustrate the importance of using nonverbal communication when selling • Define & recognize acceptance, caution, & disagreement nonverbal signals • Review barriers to effective sales communication • Explain ways of developing persuasive communications
6	*Sales Knowledge: Customers, Products, Technologies* • Explain why it is so important to be knowledgeable • Discuss the major body of knowledge needed for increased sales success • Illustrate how to use this knowledge during the sales presentation • Explain the main technologies used by salespeople
7	*Prospecting—The Lifeblood of Selling* • Define the sales process, list, & describe its ten steps in the correct sequence • State why it is important to prospect • Describe the various prospecting methods • Ask for a referral anywhere during the referral cycle • Make an appointment with a prospect or customer in person or by telephone *Planning the Sales Call Is a Must!* • Explain the importance of sales call planning • List and describe the four planning steps in order • Develop a customer benefit plan • Describe the prospect's five mental steps in buying
8	Midterm Examination

9	*Carefully Select Which Sales Presentation Method to Use* • State why you first select a sales presentation method & then select the approach • Describe the different sales presentation methods, know their differences, & know the appropriate situation for using a particular method
10	*Begin Your Presentation Strategically* • Explain the importance of using an approach & provide examples of approaches • Illustrate why the approach should have a theme that is rated to the presentation and the prospect's important buying motives. • Present four types of questioning techniques for use throughout the presentation and give an example of each technique
11	*Elements of a Great Sales Presentation* • Discuss the purpose & essential steps of the sales presentation • Give examples of the six sales presentation mix elements • Describe difficulties that may arise during the sales presentation & explain how to handle them • State how to handle discussion of the competition • Explain the need to properly diagnose the prospect's personality to determine the design of the sales presentation
12	*Welcome Your Prospect's Objections* • Explain why you should welcome a prospect's objections • Describe what to do when objections arise • Discuss seven basic points to consider in meeting a prospect's objections • Explain six major categories of prospect objections & give an example of how to handle each of them • Present, illustrate, & use in your presentation several techniques for meeting prospect objections • Describe what to do after meeting an objection
13	*Closing Begins the Relationship* • Explain when to close • Describe what to do if your prospect asks for more information, gives an objection, or says no when you ask for the order • Explain why you must prepare to close more than once

14	*Service and Follow-Up for Customer Retention* • State why service & follow up are important to increasing sales • Build friendships • Discuss how follow up and service result in account penetration and improved sales • List the eight steps involved in increasing sales to your customer • Explain the importance of properly handling customers' returned goods requests & complaints in a professional manner
15	*Comprehensive Final Examination*

Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.

Revised February 2016 mzt

General Information about Composing a Case Analysis

In general, a case study analysis should be organized to deal with the following items:

1. Concise, chronological restatement of the history, background, and important facts of the situation.
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Alternate Rubric for Evaluating Case Analysis
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Adapted from www.cpcc.edu/learningcollege/learning-outcomes/rubrics/rubric_for_case_studies.doc

The use of http://www.plagiarismchecker.com/ was used on this assignment: Yes____No____

Name: _____ Grade: _____
Title: _____Time: _____

A "C" (3) speech must meet the following standards:

☐ Student maintains eye contact and body language gestures are appropriate
☐ The speech meets the general requirements of the speech as well as the specifics of the assignment.
☐ The content is appropriate for the audience.
☐ The speech is sufficiently focused and has a clearly identifiable purpose.
☐ The speech contains adequate supporting material.
☐ The speech reflects responsible knowledge.
☐ The pace of the presentation is appropriate; information is appropriately distributed through introduction, body, and conclusion.
☐ The speaker uses language correctly.
☐ The speech is presented on the day assigned, and falls within the assigned time range.
☐ Reputable sources are annotated, with sections in the presentation marked and noted "paraphrased" or "quoted" (with MLA style including cited page)
☐ Outline/paper as assigned to accompany presentation

A "B" (4) speech must satisfy all requirements for a "C" speech and meet the following standards:

☐ The topic is challenging to a college audience.
☐ The topic is adapted to fit the audience.
☐ The speaker demonstrates personal commitment to the topic and assignment.
☐ The speech has a greater research base beyond minimal adequacy.
☐ The speaker uses a variety of supporting materials.
☐ The speaker clearly documents verbal references within the presentation.
☐ The speech captures and sustains attention.

An "A" (5) speech must satisfy all requirements for a "B" speech and meet the following standards:

☐ The speech demonstrates imagination and creativity in topic selection/development.
☐ Information and supporting materials are varied, well adapted to the audience, and skillfully integrated.
☐ The speech has a complete research base.
☐ The speaker demonstrates a comprehensive analysis and understanding of ideas/issues.
☐ The speaker presents a polished presentation.

A "D" (2) speech does not meet two or three of the standards from a "C" speech, or

☐ The speech is based entirely on biased information or unsupported opinions.
☐ The subject is inappropriate, offensive, or confusing to the audience.
☐ The speaker demonstrates a lack of seriousness about the assignment.

An "F" (1) speech does not meet four or more of the standards from a "C" speech, reflects one or more of the problems associated with a "D" speech, or

☐ The speech contains fabricated supporting material.
☐ The speaker deliberately distorts evidence.
☐ The speech is plagiarized

Comments

MIDTERM

Professionalism **Rubric**

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points   _____/100 points

Student's Signature: _____   Date: _____

FINAL

Professionalism Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points   _____/100 points

Elmira Business Institute
Student Syllabus: Compensations and Benefits (BUS270)

Prerequisites: Human Resources Management (BUS230)   **Course Credits: 3**

Course Description

This course offers an introduction to the systems, methods and procedures involved in the administration and oversight of compensation programs. Topics include compensation theory, techniques and problems in job analysis and evaluation, benefits, and developing wage, and salary systems.

Student Learning Outcomes

Upon completion of this course, students will be able to:
- Describe the various legally required & discretionary employee benefits and types of information used to develop strategic benefit plans.
- Understand the psychology & effects of employee benefits.
- Describe the economics of employee benefits and the effect of government-mandated benefits.
- Outline the regulation of employee benefits and know what the National Labor Relations Act of 1935, Internal Revenue Code, Fair Labor Standards Act of 1938, Employee Retirement Income Security Act of 1974, and key amendments definitions are.
- Know the differences of qualified and nonqualified retirement plans, the definitions of benefit and defined contribution retirement plans, and various hybrid plans available.
- Understand the Employer sponsored health insurance plans types and the state and Federal laws regarding them.
- Know the types of life insurance and disability insurance sponsored by employers.
- Understand the components of government mandated Social Security and Workers' Compensation programs.
- Describe the types of paid time-off and flexible work schedules and the state and federal regulation including the Family and Medical Leave Act of 1993.
- Outline accommodation and enhancement benefits categories and objectives as well as legal issues and tax benefits.
- Know the methods to manage the employee benefits systems, communicating the programs, outsourcing, and issues for the future of employee benefits.
- Know the differences of global employee benefits and the legal and regulatory influences on employee benefits practices.

Career Portfolio for Workplace Skills Program

Your Career Portfolio for Workplace Skills material demonstrates your competency and skills in your chosen career field. The completed portfolio will allow you to present examples of abilities and relevant skills to prospective employers as evidence of career readiness.

Individual Career Portfolio course projects must be saved to be added to your on-line portfolio that will be created in Career Placement Seminar. It is your responsibility to keep these projects safe and secure.

Career Portfolio for Workplace Skills Project for BUS270
For the Career Portfolio Project, the student will write a five to eight paged paper describing the following items:

1) The student will define the following Acts in regulating employee benefits:
   - The National Labor Relations Act of 1935
   - The Internal Revenue Code
   - The Fair Labor Standards Act of 1938
   - The Employee Retirement Income Security Act of 1974
   - The Consolidated Omnibus Budget Reconciliation Act of 1985
   - The Health Insurance Portability and Accountability Act of 1996
   - The Pension Protection Act of 2006
   - Federal Equal Employment Opportunity Laws
2) The student will give sample example cases in which an employer went against each of the Acts.
3) The student will give recommendations of how the individual employers could have avoided the legal situation

Required Course Texts & Course Materials

Martocchio, Joseph J., *Employee Benefits*, 5th ed. Boston: McGraw Hill Publishing, 2010. Print. ISBN: 9780078029486

Supplemental educational learning materials may include and are not limited to
"Articles on-line from ProQuest database: http://proquest.umi.com/pqdweb and other sites, educational videos, and/or guest speakers as assigned throughout the course.
Milkovich, G.T. and Newman, J.M., *Cases in Compensation*, 10th ed. Boston: McGraw Hill Publishing, 2009. Print. ISBN: 9780945601074

Assessment

Essay assignments and research projects will be evaluated on a standard grading rubric. Written examinations will be graded according to content (multiple choice, fill-in-the blank, short answer, and/or essay).

The instructor will endeavor to return student work product by the next official class period whenever possible. Essay and/or research projects will be returned as soon as all class projects have been graded.

Student Homework Policy Statement
Elmira Business Institute (EBI) syllabi contain assignments in alignment with the federal government's definition of appropriate, assigned homework for each credit hour. For each one-credit hour of classroom or direct faculty instruction, two hours of out-of-class student work will be assigned. (For example: A three-credit course will include an average of six (6) hours of homework each week.). For classes with laboratory or clinical work, a three-credit, four-hour class will include an average of six (6) hours of homework each week. For externships, each

credit hour will include an average of three (3) hours of homework per week. Assignments are directly relevant to course objectives and learning outcomes and are included at the end of the syllabi. Each assignment will be graded and recorded by the instructor.

Evaluation

Assessment Type	% of Grade
Attendance/Professionalism	15%
Case Studies	15%
Homework	20%
Career Portfolio Project	15%
Examinations	35%
Total	100%

Grading Scheme

Numerical Average	Letter Grade	Quality Points
95-100	A	4.0
90-94	A-	3.7
86-89	B+	3.3
83-85	B	3.0
80-82	B-	2.7
76-79	C+	2.3
73-75	C	2.0
70-72	C-	1.7
68-69	D+	1.3
66-67	D	1.0
65	D-	0.7
0-64	F	0.0
Withdraw/Failing	W/F	0.0
Withdraw	W	----
Incomplete	I	----
Test Out	TO	----
Transfer of Credit	T	----

Course Policies

Behavioral Standards

Students are expected to abide by all public laws; to comply with the regulations and policies of the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. Respect for others in terms of language, demeanor, and attention to others while they are speaking is expected.

The College reserves the right to dismiss or suspend students for conduct which impedes, disrupts, or interferes with the orderly and continuous administration and operation of the College or any unit of the College. Attending EBI is not a right; it is a privilege.

As a part of its mission to prepare students for careers in the business and healthcare world, EBI requires students to dress in a manner that will create a positive self-image. Inappropriately dressed students may not be permitted to attend classes. Students in College externships are required to follow the participating organization's dress code.

No cell phone use or Internet access is allowed in the classroom unless permission is granted by the instructor and usage is course appropriate.

No eating or drinking in EBI's classroom laboratories (medical, business or technology), Library and Academic Achievement Center.

Attendance Policy
Attendance is mandatory and will be used when calculating participation/attendance. Class will begin promptly. Students who are late or absent are responsible to obtain lecture notes, assignments, and announcements after class, so as not to interfere with class time, or the work of fellow students. Along with the portfolio, one of the first questions a potential employer will ask the Career Services representative about is student attendance. Your attendance in the classroom directly represents your quality of potential work.

Students who do not attend classes after missing 14 consecutive calendar days or who fail to attend classes on a regular basis will be administratively dropped by the college. Since attendance is also used to verify enrollment for financial aid purposes, it is important that students attend classes on a regular basis to avoid loss of financial aid eligibility (student loans) and federal and state grants.

Make-Up Policy
When a student is absent, that student is responsible for making up missed class work. Make-up tests or quizzes *may* be offered at the *instructor's discretion* via ONE-STOP at the Library, and it is the student's responsibility to arrange a time at the librarian's convenience. One-Stop tests and quizzes must be taken within one week of the date of absence; failure to make up work, quizzes, or exams in a timely manner may result in a 0 grade. There is no charge for make-up work.

Students will not be allowed to make up the Midterm or Final Examination for the course. Midterm or Final Examinations may only be made up with approval from the Campus Director/Dean and appropriate documentation.

Academic Integrity/Plagiarism Rules
Elmira Business Institute is committed to supporting its mission to provide an educational experience designed to develop professional competencies including developing habits of personal and professional integrity. The College expects all members of its community—students, faculty, and staff—to act honestly in all situations. Actions of Academic Dishonesty will not be tolerated. Academic Dishonesty "is any form of cheating and plagiarism which results in students giving or

receiving unauthorized assistance in an academic assignment or receiving credit for work which is not their own." All students are expected to agree to a pledge of honesty concerning their academic work, and faculty is expected to maintain the standards of that code. If you think it may be cheating, it probably is.

Please keep in mind that plagiarism includes:
- Copying another person's work and claiming credit for it
- Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source <u>whether or not it is a direct quotation</u>
- Incorrectly citing a source
- Failing to use quotation marks for a direct quote
- Improperly paraphrasing—both the <u>words</u> and the <u>structure</u> of your writing must differ from your source

Students will be given a complete policy the first day of class to review and sign.
For questions about plagiarism or assistance at any part of the writing process, please visit the Academic Achievement Center or Library.

Academic Support

Tutoring
Tutoring is available at a variety of times throughout the week. Please see the instructor for tutoring availability each week.

Academic Achievement Center
The Academic Achievement Center (AAC) hours are posted outside the door. The AAC Lab is the first stop for help for assignments, study skills, or writing for any course.

Academic Advising/Mentoring
Academic Advising/Mentoring is provided to each student throughout the semester. Staff or Faculty Mentors can facilitate student access to learning resources and answer basic questions regarding EBI academic programs and policies.

The Library
The Library supports the academic programs of the College and offers technology to assist student research in databases and on the Internet. A Librarian is available to assist in research and navigating our resources. Use the Library catalog (http://ebi.scoolaid.net/bin/home) to search for a book in the library, access databases and e-books, and find reference tools. Information is also available about community resources, including scholarships, part-time employment, child care, and transportation.

Course Schedule

Lesson#	Topic(s)
1	*Introducing Employee Benefits* • Define, discretionary practices, legal and regulatory influences, strategic planning
2	*The Psychology of Employee Benefits* • Describe workforce changes, psychological contracts, employee attitudes, employee benefits
3	*The Economics of Employee Benefits* • Reasons employers offer benefits and government mandates
4	*Regulating Employee Benefits* • Understand The National Labor Relations Act of 1935 • Understand The Internal Revenue Code • Understand The Fair Labor Standards Act of 1938 • Understand The Employee Retirement Income Security Act of 1974 • Understand The Consolidated Omnibus Budget Reconciliation Act of 1985 • Understand The Health Insurance Portability and Accountability Act of 1996 • Understand The Pension Protection Act of 2006 • Understand Federal Equal Employment Opportunity Laws
5	*Employer-Sponsored Retirement Plans* • Define Retirement plans • Discuss Qualified Plans • Define various Benefit Plans • Define Contribution Plans • Discuss Hybrid Plans
6	*Employer-Sponsored Health Insurance Programs* • Discuss mandated Regulation: Federal, State, Tax • Understand fee-for-service plans • Understand managed care plans • Explain preferred provider organizations and point-of-service plans • Discuss specialized insurance benefits • Discuss consumer-driven health care • Discuss retiree health care benefits
7	*Employer-Sponsored Disability Insurance and Life Insurance* • Define various disability insurance types and benefits laws • Understand various types of life insurance, tax treatments, and coverages
8	Midterm

9	*Government-Mandated Social Security and Workers' Compensation Programs* • Discus the origins of Social Security, its requirements, programs, and administration • Understand old-age, survivor, and disability insurance qualifications and benefits • Understand Medicare eligibility, coverage, Part C, and prescription benefits • Discuss unemployment insurance eligibility and benefits • Evaluate State Compulsory Disability Laws (Worker's Compensation) programs, coverage, claims, benefits, rights, and employer tax obligations.
10	*Paid Time-Off and Flexible Work Schedules* • Define common practices • Discuss the Family and Medical Leave Act of 1993 • Understand flexible scheduling practices
11	*Accommodation and Enhancement Benefits* • Understand enhancement benefit practices • Discuss the importance of mental and physical well-being of employees and family members and various family assistance programs • Discuss adoption assistance programs • Understand educational benefits and various support programs
12	*Managing the Employee Benefits System* • Discuss traditional benefits plans, flexible benefits plans • Understand the importance of communicating information about the employee benefits program • Discuss managing the cost of employee benefits and cost-control methods • Understand the benefits and difficulties associated with outsourcing the benefits function • Discuss the future of employee benefits
13	*Global Employee Benefits at a Glance* • Understand how employee benefits differ globally including those of North America, South America, Europe, Asia, Africa, and Australia
14	Review
15	Final Examination

Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.

Revised February 2016 mzt

General Information about Composing a Case Analysis

In general, a case study analysis should be organized to deal with the following items:

1. Concise, chronological restatement of the history, background, and important facts of the situation.
2. Identification of major problem(s) and issues – clearly state what the problem(s) and issues are as you interpret the case.
3. Analysis of the problem(s) – list the factors contributing to the problem(s) you have identified; that is, identify why the problem exists.
4. Possible outcomes/solution(s) – State your recommendations for dealing with the problem(s) and issues you have identified.

Adapted from http://pages.towson.edu/aclardy/ORG%20BEH%20SYL.htm

Alternate Rubric for Evaluating Case Analysis
Case Analysis Evaluation   100 Points

	Above average	Average	Below average	Points
Proper Case Analysis Format (10 points)	Follows format successfully	Follows format most of the time	Does not follow format consistently	
Content – Analysis (35 points)	Gives own analysis beyond any study questions offered	Gives some analysis	Little to no analysis- only repeats case material	
Content – Support (30 points)	Offers concrete examples and relevant support	Needs more concrete examples and/or relevant support	Selects irrelevant or ineffective examples	
Organization- Effective, Persuasive (15 points)	Connects sentences and paragraphs logically to convey ideas clearly	Connects sentences/paragraphs logically on an inconsistent basis, but main ideas are discernible	Does not connect sentences/paragraphs logically – ideas are unclear	
Writing- Effective Style/Grammar/Mechanics (10 points)	Avoids irrelevant wordiness, jargon, clichés, and uses proper grammar, spelling, and punctuation. Uses professional tone.	Uses irrelevant wordiness, jargon, clichés. Need for more professional tone. Has several grammar, spelling, or punctuation errors.	Uses extensive wordy, redundant, and vague language. Overuses jargon and clichés. Makes numerous grammar, spelling, or punctuation errors.	

Adapted from www.cpcc.edu/learningcollege/learning-outcomes/rubrics/rubric_for_case_studies.doc

The use of http://www.plagiarismchecker.com/ was used on this assignment: Yes____No____

MIDTERM

Professionalism Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points _____/100 points

Student's Signature: _____   Date: _____

9

FINAL

Professionalism Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points   _____/100 points

RUBRIC

	Excellent: 5	Above Average: 4	Average: 3	Fair: 2	Poor: 1	**Automatic Failure:** (A check in this column will result in an automatic failure of the project.)	**Score:**
Completeness: (1-2 pages minimum)	Student goes beyond the requirement of the project. (1.5-2 pages)	Student meets the upper end of the requirement of the project. (1.5 pages)	Student meets the base requirement of the project. (1 full page)	Student has barely one pages.	Student has not met the criteria.		
Content: (varies per course)	Introduction, conclusion, and all questions answered above and beyond.	Introduction, conclusion, and all questions	One page of content had been met	Less than one page.	Did not meet the criteria.		
Grammar:	Student shows excellent control of grammar and style.	Student shows above average control of grammar and style with no more than 3 mistakes in the whole project.	Student shows average control of grammar and style with no more than 6 mistakes in the whole project.	Student shows fair control of grammar and style with no more than 10 mistakes in the whole project.	Student shows poor control of grammar and style with no more than 14 mistakes in the whole project.	Student shows no control of grammar and style with more than 20 mistakes in the whole project.	
Evidence:	Student uses more sources than are required, and sources used are all academic and scholarly.	Student uses the required number of sources and they are all academic and scholarly.	Student uses the required number of sources but some may be non-academic.	Student uses less than the required number of sources and some are non-academic.	Student uses all non-academic sources.		
MLA:	MLA style is exemplary and used consistently and extensively throughout the manuscript.	MLA style is used consistently with 1-3 errors throughout the manuscript.	MLA style is used throughout the manuscript but exhibits 4-5 common errors.	MLA style is used inconsistently throughout the manuscript; 6-7 MLA errors are noted.	MLA style is poorly demonstrated. More than 8-10 MLA errors are noted.	More than 10 MLA errors are noted.	N/A
Timeliness:	Hands in early		Hands in on time	Hands in one day late	Hands in one week late		

Elmira Business Institute
Student Syllabus: Writing Essentials (COM003)

Prerequisites: Score on the placement assessment   **Course Credits: 0**
Co-requisites: College Writing I (COM111)

Course Description

This course is designed to develop the student's writing skills by reviewing the fundamentals of grammar, parallel construction, outlining techniques, proper word usage, and the basic mechanics of the sentence. Attention is given to spelling, punctuation, and word usage, and the writing of grammatically correct sentences is the primary concern. Short writing assignments are designed to make the student comfortable with the writing process.

Student Learning Outcomes

Upon completion of this course, student will be able to:

- Define and recognize how the eight parts of speech function in sentences.
- Use a dictionary (print, electronic, online) correctly and confidently.
- Recognize basic sentence elements and learn to use them correctly.
- Recognize nouns and make regular and irregular nouns plural.
- Understand and apply the rules for making nouns possessive.
- Identify and correct fragmented and run-on sentence constructions.
- Write effective topic sentences.
- Identify implicit and/or explicit main ideas in individual paragraphs.
- Develop detailed, cohesive, unified paragraphs.
- Complete and understand assigned reading comprehension assignments.
- Demonstrate increased skill and confidence in all of the outcomes listed in COM111 (College Writing I).

Career Portfolio for Workplace Skills Program

Your Career Portfolio for Workplace Skills material demonstrates your competency and skills in your chosen career field. The completed portfolio will allow you to present examples of abilities and relevant skills to prospective employers as evidence of career readiness.

Individual Career Portfolio course projects must be saved to be added to your on-line portfolio that will be created in Career Placement Seminar. It is your responsibility to keep these projects safe and secure.

Career Portfolio for Workplace Skills Project for COM003
None

Required Course Texts & Course Materials

Buscemi, Santi V., and Charlotte Smith. *75 Readings Plus*. 10th ed. New York: McGraw-Hill, 2013. Print. (ISBN: 9780077426446)
Maimon, Elaine P., Janice H. Peritz, and Kathleen Blake Yancey. *The McGraw-Hill Handbook*. 3rd ed. New York: McGraw-Hill, 2012. Print. (ISBN: 9780077397302)

Supplemental educational learning materials may include and are not limited to
EasyBib: Free Bibliography Maker - MLA, APA, Chicago Citation Styles. Imagine Easy
      Solutions, LLC, 2011. Web. 21 Sept. 21. <http://www.easybib.com/>.
"Online Writing Lab." Purdue University Online Writing Lab (OWL). Purdue University,
      2015. Web. 1 Oct. 2015. <https://owl.english.purdue.edu/owl/>
Strunk, William, and E.B. White. *The Elements of Style.* 4th ed. Longman, 1999. Print.
      (ISBN: 9780205313426)

Assessment

The course is graded on a Pass/Fail grading scale. Attendance is mandatory and must remain above 68 percent. Students who actively participate in the course and complete all activities, assign-ments, and quizzes while maintaining an attendance record of 68 percent or higher will earn a grade of Pass for the course. Students who fail to meet these requirements will receive a grade of Fail and will repeat the course.

Student Homework Policy Statement

Elmira Business Institute (EBI) syllabi contain assignments in alignment with the federal government's definition of appropriate, assigned homework for each credit hour. For each one-credit hour of classroom or direct faculty instruction, two hours of out-of-class student work will be assigned. (For example: A three-credit course will include an average of six (6) hours of homework each week.). For classes with laboratory or clinical work, a three-credit, four-hour class will include an average of six (6) hours of homework each week. For externships, each credit hour will include an average of three (3) hours of homework per week. Assignments are directly relevant to course objectives and learning outcomes and are included at the end of the syllabi. Each assignment will be graded and recorded by the instructor.

Evaluation

Pass	**P= 68% or higher**
	attendance/professionalism average
Fail	**F repeat COM 003**

Course Policies

Behavioral Standards

Students are expected to abide by all public laws; to comply with the regulations and policies of the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. Respect for others in terms of language, demeanor, and attention to others while they are speaking is expected.

The College reserves the right to dismiss or suspend students for conduct which impedes, disrupts, or interferes with the orderly and continuous administration and operation of the College or any unit of the College. Attending EBI is not a right; it is a privilege.

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Students will not be allowed to make up the Midterm or Final Examination for the course. Midterm or Final Examinations may only be made up with approval from the Campus Director/Dean and appropriate documentation.

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Please keep in mind that plagiarism includes:
- Copying another person's work and claiming credit for it
- Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source <u>whether or not it is a direct quotation</u>
- Incorrectly citing a source
- Failing to use quotation marks for a direct quote
- Improperly paraphrasing—both the <u>words</u> and the <u>structure</u> of your writing must differ from your source

Students will be given a complete policy the first day of class to review and sign.
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The Academic Achievement Center (AAC) hours are posted outside the door. The AAC Lab is the first stop for help for assignments, study skills, or writing for any course.

Academic Advising/Mentoring
Academic Advising/Mentoring is provided to each student throughout the semester. Staff or Faculty Mentors can facilitate student access to learning resources and answer basic questions regarding EBI academic programs and policies.

The Library
The Library supports the academic programs of the College and offers technology to assist student research in databases and on the Internet. A Librarian is available to assist in research and navigating our resources. Use the Library catalog (http://ebi.scoolaid.net/bin/home) to search for a book in the library, access databases and e-books, and find reference tools. Information is also available about community resources, including scholarships, part-time employment, child care, and transportation.

Course Schedule

Lesson	
Lesson #	*Topic(s)*
1	• **Introduction of the course. Overview of language structure.**
2	**The Sentence** • Learn the basic skills needed to write clear, error-free sentences and be able to identify the different parts that comprise a full sentence. Distinguish between full sentences and fragments; complete fragments so they are changed into complete sentences.

3	**Major Classes of Nouns and Plural Nouns** • Define different types of nouns, such as proper nouns versus common nouns and be able to locate them within a sentence. Practice changing nouns from singular to plural correctly.
4	**Possessive Noun** • Define what a possessive noun is and be able to locate them within a sentence. Discuss the rules for changing nouns from their singular form to their possessive form and practice these rules by applying them to sentences.
5	**Personal Pronouns** • Define what a personal pronoun is; use personal pronouns correctly as subjects and objects, and be able to locate them within a sentence. Practice identifying pronouns and replacing nouns with pronouns correctly.
6	**Indefinite, Relative, Demonstrative, Possessive, and Interrogative Pronouns** • Define the different types of pronouns including indefinite, relative, demonstrative, possessive, and interrogative and discuss the differences in how to use them. Practice identifying the different types of pronouns within a sentence.
7	**Verbs** • Define the difference between standard and irregular verbs and how to correctly conjugate their forms. Discuss when community dialect should and should not be used in order to create clear communication.
8	Midterm
9	**Verb Agreement with Subject** • Discuss the relationship between subjects and verbs, how they are connected within sentences, and rules for agreement. Practice conjugating verbs so that they agree with the subject.
10	**Time of Verbs Section** • Define verb tense; discuss the 12 types of verb tenses and be able to identify them in a sentence. Discuss the difference between active and passive verbs and identify when they should be used and how they change the meaning of a sentence.
11	**Conjugation of Verbs and Irregular Verbs** • Review regular verbs; discuss the differences between regular and irregular verbs and rules for conjugating irregular verbs. Discuss the list of irregular verbs and practice conjugating them.
12	**Adjectives** • Define adjectives and discuss their purpose in the sentence; learn tips on how to properly use different forms of adjectives. Practice identifying adjectives within the sentence and learn how to properly form them.
13	**Adverbs** • Define adverbs and discuss their purpose in the sentence, learn tips to avoid common mistakes with adverbs. Practice identifying adverbs within the sentence and learn how to properly form them.

14	**Prepositions and Conjunctions** • Recognize prepositions and how they are used in sentences. Recognize the different types of conjunctions and how they are used and punctuated in sentences. **Phrases and Clauses** • Understand the difference between a phrase and a clause by defining the different elements that comprise each one. Learn the two types of clauses and how to appropriately use each type in writing.
15	**Final Examination**

Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.

Revised February 2016 mzt

MIDTERM

Professionalism Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 7 out of 8 meetings.	The student arrives on time for the course, and stays for the duration of the class for 5 to 6 meetings.	The student arrives on time for the course, and stays for the duration of the class for 3 to 4 meetings	The student arrives late for the course, and/or stays for the duration of 2 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points   _____/100 points

Student's Signature: _____   Date: _____

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FINAL

Professionalism Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points _____/100 points

Student's Signature: _____   Date: _____

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Elmira Business Institute
Student Syllabus: College Writing I (COM111)

Prerequisites: None
Co-requisites: Writing Essentials (COM003)

Course Credits: 3

Course Description

This course is designed to assist students in developing clear writing and thinking by exploring various kinds of writing styles and techniques. As an introductory writing course, grammar and mechanics will also be emphasized. Writing techniques will be illustrated by appropriate readings that the students use as models for their own writing. Students further develop their writing skills as they work through the writing process of prewriting, drafting, revising and editing their papers, as well as proofreading the writings of others. Students also critically read and respond to the writings of others, both from the text and from outside sources. Most assignments incorporate library and internet research to develop information literacy skills.

Student Learning Outcomes

Upon completion of this course, student will be able to:
* Demonstrate critical reading skills for both form and content, including an awareness of authorial intent
* Recognize distinguishing characteristics of various genres of writing
* Understand writing as a recursive process and develop individualized strategies to move from brainstorming and drafting through revision and editing to final proofreading
* Develop mastery of various grammar and mechanics elements of the English language
* Demonstrate increased skill and confidence in objectively critiquing his/her own work
* Respectfully and meaningfully respond to classmates' drafts-in-progress
* Use the EBI library and internet to seek necessary information for personal, academic, and professional uses, distinguishing between reputable and non-reputable sources
* Develop library database research techniques, differentiating between popular and academic sources
* Critically evaluate information to assess quality, relevance, and usefulness
* Incorporate selected information into knowledge base and value system
* Use information effectively to accomplish a specific purpose
* Format papers and incorporate outside sources using MLA style; understand and avoid plagiarism
* Access and navigate additional information resources in their community, after completing a tour of the EBI Library and Binghamton University or Steele Memorial Libraries

Career Portfolio for Workplace Skills Program

Your Career Portfolio for Workplace Skills material demonstrates your competency and skills in your chosen career field. The completed portfolio will allow you to present examples of abilities and relevant skills to prospective employers as evidence of career readiness.

Individual Career Portfolio course projects must be saved to be added to your on-line portfolio that will be created in Career Placement Seminar. It is your responsibility to keep these projects safe and secure.

Career Portfolio for Workplace Skills Project for COM111:
None

Required Course Texts & Course Materials

Buscemi, Santi V., and Charlotte Smith. *75 Readings Plus*. 10th ed. New York: McGraw-Hill, 2013. Print. (ISBN: 9780077426446)

Maimon, Elaine P., Janice H. Peritz, and Kathleen Blake Yancey. *The McGraw-Hill Handbook*. 3rd ed. New York: McGraw-Hill, 2012. Print. (ISBN: 0077397304)

Supplemental educational learning materials may include and are not limited to

Bender, Tisha, et al. *Rugers RIOT-Research Information Online Tutorial*. Rutgers University, 2009. Web 5 Oct. 2015. <http://clinets.kognito.com//rutgers/infolit/>

"Online Writing Lab." Purdue University Online Writing Lab (OWL). Purdue University 2015. Web. 1 Oct. 2015. <https://owl.english.purdue.edu/owl/>

EasyBib: Free Bibliography Maker-MLA, APA, Chicago Citation Styles. Imagine Easy Solutions, LLC, 2013. Web. 2015 21 Sept. 2015. <http://www.easybib.com/>.

College subscribed databases including, but not limited to, InfoTrac, EBSCO, Proquest, and FirstSearch.

Assessment

Essay assignments and research projects will be evaluated on a standard grading rubric. Written examinations will be graded according to content; (multiple choice, fill-in-the blank, short answer, and/or essay).

The instructor will endeavor to return student work product by the next official class period whenever possible. Essay and/or research projects will be returned as soon as all class projects have been graded.

Student Homework Policy Statement

Elmira Business Institute (EBI) syllabi contain assignments in alignment with the federal government's definition of appropriate, assigned homework for each credit hour. For each one-credit hour of classroom or direct faculty instruction, two hours of out-of-class student work will be assigned. (For example: A three-credit course will include an average of six (6) hours of homework each week.). For classes with laboratory or clinical work, a three-credit, four-hour class will include an average of six (6) hours of homework each week. For externships, each credit hour will include an average of three (3) hours of homework per week. Assignments are directly relevant to course objectives and learning outcomes and are included at the end of the syllabi. Each assignment will be graded and recorded by the instructor.

Evaluation

Assessment Type	% of Grade
Professionalism/Attendance	10%
Quizzes	10%
Writings	50%
Final exam	30%
Total	100%

Grading Scheme

Numerical Average	Letter Grade	Quality Points
95-100	A	4.0
90-94	A-	3.7
86-89	B+	3.3
83-85	B	3.0
80-82	B-	2.7
76-79	C+	2.3
73-75	C	2.0
70-72	C-	1.7
68-69	D+	1.3
66-67	D	1.0
65	D-	0.7
0-64	F	0.0
Withdraw/Failing	W/F	0.0
Withdraw	W	----
Incomplete	I	----
Test Out	TO	----
Transfer of Credit	T	----

Course Policies

Behavioral Standards

Students are expected to abide by all public laws; to comply with the regulations and policies of the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. Respect for others in terms of language, demeanor, and attention to others while they are speaking is expected.

The College reserves the right to dismiss or suspend students for conduct which impedes, disrupts, or interferes with the orderly and continuous administration and operation of the College or any unit of the College. Attending EBI is not a right; it is a privilege.

As a part of its mission to prepare students for careers in the business and healthcare world, EBI requires students to dress in a manner that will create a positive self-image. Inappropriately dressed students may not be permitted to attend classes. Students in College externships are required to follow the participating organization's dress code.

No cell phone use or Internet access is allowed in the classroom unless permission is granted by the instructor and usage is course appropriate.

No eating or drinking in EBI's classroom laboratories (medical, business or technology), Library and Academic Achievement Center.

Attendance Policy

Attendance is mandatory and will be used when calculating participation/attendance. Class will begin promptly. Students who are late or absent are responsible to obtain lecture notes, assignments, and announcements after class, so as not to interfere with class time, or the work of fellow students. Along with the portfolio, one of the first questions a potential employer will ask the Career Services representative about is student attendance. Your attendance in the classroom directly represents your quality of potential work.

Students who do not attend classes after missing 14 consecutive calendar days or who fail to attend classes on a regular basis will be administratively dropped by the college. Since attendance is also used to verify enrollment for financial aid purposes, it is important that students attend classes on a regular basis to avoid loss of financial aid eligibility (student loans) and federal and state grants.

Make-Up Policy

When a student is absent, that student is responsible for making up missed class work. Make-up tests or quizzes *may* be offered at the *instructor's discretion* via ONE-STOP at the Library, and it is the student's responsibility to arrange a time at the librarian's convenience. One-Stop tests and quizzes must be taken within one week of the date of absence; failure to make up work, quizzes, or exams in a timely manner may result in a 0 grade. There is no charge for make-up work.

Students will not be allowed to make up the Midterm or Final Examination for the course. Midterm or Final Examinations may only be made up with approval from the Campus Director/Dean and appropriate documentation.

Academic Integrity/Plagiarism Rules

Elmira Business Institute is committed to supporting its mission to provide an educational experience designed to develop professional competencies including developing habits of personal and professional integrity. The College expects all members of its community—students, faculty, and staff—to act honestly in all situations. Actions of Academic Dishonesty will not be tolerated. Academic Dishonesty "is any form of cheating and plagiarism which results in students giving or receiving unauthorized assistance in an academic assignment or receiving credit for work which is not their own." All students are expected to agree to a pledge of honesty concerning their academic work, and faculty is expected to maintain the standards of that code. If you think it may be cheating, it probably is.

Please keep in mind that plagiarism includes:

- Copying another person's work and claiming credit for it
- Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source whether or not it is a direct quotation
- Incorrectly citing a source

- Failing to use quotation marks for a direct quote
- Improperly paraphrasing—both the <u>words</u> and the <u>structure</u> of your writing must differ from your source

Students will be given a complete policy the first day of class to review and sign.
For questions about plagiarism or assistance at any part of the writing process, please visit the Academic Achievement Center or Library.

Academic Support

Tutoring
Tutoring is available at a variety of times throughout the week. Please see the instructor for tutoring availability each week.

Academic Achievement Center
The Academic Achievement Center (AAC) hours are posted outside the door. The AAC Lab is the first stop for help for assignments, study skills, or writing for any course.

Academic Advising/Mentoring
Academic Advising/Mentoring is provided to each student throughout the semester. Staff or Faculty Mentors can facilitate student access to learning resources and answer basic questions regarding EBI academic programs and policies.

The Library
The Library supports the academic programs of the College and offers technology to assist student research in databases and on the Internet. A Librarian is available to assist in research and navigating our resources. Use the Library catalog (http://ebi.scoolaid.net/bin/home) to search for a book in the library, access databases and e-books, and find reference tools. Information is also available about community resources, including scholarships, part-time employment, child care, and transportation.

Course Schedule

Lesson Week #	Topic(s)
1.	**Course introduction. Finding "voice" and writing to learn—benefits of course and communications process. Fear/dislike/anxiety about writing/common misperceptions; understanding writing as a process. Introduction to grammar and punctuation** • Learn the basic principles that emphasize writing as a process in order to mitigate the anxiety of writing and learn how to write well.
2.	**Characteristics of Good Writing; Reading and Writing for Both Form and Content; Comprehension vs. Critical Thinking** • Develop strategies to increase reading comprehension. • Recognize the difference between comprehension and critical thinking, including opinion versus interpretation. • Understand the importance of each term and how they fit into the overall writing process.

3.	**Purpose and Audience** • Demonstrate reading beyond topic and content to determine authorial intent, including identifying general purpose (entertaining, informing, arguing) as well as finding explicit arguments or inferring and formulating implied arguments • Determine what prompted the writer to create the piece and for what intended audience. • Recognize purpose and audience as critical consideration when reading and writing.
4.	**Brainstorming, Topic Generation Techniques, and Working Through Writers Block** • Understand, try, and consider various techniques and strategies for generating and developing ideas.
5.	**Descriptive Outlining (Reading and Revision Strategies)** • Annotate essays to identify content/main idea of each paragraph (what the paragraph says) and to determine the point of each paragraph (what the paragraph does) • Diagram to identify introduction, sections, and conclusion • Analyze individual ideas separately in relation to each other and the whole in order to increase understanding. • Understand how drafting and revising, and descriptive outlining help with development and organization.
6.	**Thesis statements** • Understand function and characteristics of thesis statements for informative and argumentative essays • Identify the thesis sentence and distinguish it from the topic and keywords • Identify thesis restatements throughout essay • Practice writing thesis statements and evaluating effectiveness • Understand initially tentative nature of developing thesis statements.
7.	**Effective Paragraphing; Topic Sentences; Transitioning** • Recognize appropriate boundaries for paragraphs (limiting to one fully developed main idea) • Understand sections may have multiple paragraphs • Understand possible features of topic sentences (including transitioning and announcing) • Discuss examples and practice developing effective transitions within and between paragraphs
8.	**Midterm** **Summary** • Develop summaries of various lengths to succinctly represent topic, relevant content, and intended purpose • Practice evaluating accuracy of summaries from perspective of author as well as readers who have and have not read the piece.

9.	**Vivid Descriptive Writing and Economy of Words** • Develop clear and expressive prose • Understand balance with conciseness and eliminating redundancy or unnecessary words.
10.	**Proofreading Techniques and Revising Rough Drafts** • Understand revision as content, development, and organizational in nature • Understand proofreading as regarding grammar, style, punctuation, and correctness. • Practice strategies for revising, proofreading, and editing.
11.	**Peer Review Techniques and Responding to Others' Work; Self-Assessment** • Increase confidence in identifying strengths, weaknesses, and areas requiring revision or corrections in one's own and in others' writing. • Responsibly and respectfully turn observations into questions or constructive criticism.
12.	**MLA; Reputable Sources; Database Research; Incorporating Evidence** • Follow MLA guidelines for formatting and incorporating in-text and work cited sources • Understand and avoid plagiarism • Differentiate between summarizing, quoting, and paraphrasing, and determine how to choose each • Effectively integrate sources • Recognize the characteristics and purposes of scholarly, popular, and trade sources • Evaluate web sources for credibility; search techniques for academic databases and Internet.
13.	**Argument Writing; Counterarguments and Anticipating Objections** • Develop a thesis-driven essay; avoid polarized stances by thoughtfully acknowledging objections and developing reasonable and respectful counterarguments.
14.	**Compare Different Genres of Writing (Including Cause and Effect, Process Writing, Compare and Contrast Writing, and Narrative Essays)** • Define the differences between types of writing and identify role of rhetorical situations. • Recognize and practice writing components of various genres.
15.	**Final examination**

Please note: Changes to the lessons may be made at the discretion of the instructor
                 throughout the semester.

Revised February 2016 mzt

	Excellent	Above Average	Average	Fair	Poor	Score
Completeness	Project meets the full length and content requirements while maintaining high-quality discussion of ideas. (20)	Project meets the full length and content requirements and all ideas are contributing to overall quality. (16-19)	Project meets the upper length and content requirements and all ideas are relevant. (11-15)	Project meets the lower end of the length and/or content requirements and/or some ideas are not contributing to overall quality. (6-10)	Project meets only (or less than) the base length and/or content requirements of the project. (0-5)	
Purpose / Thesis & Content	Paper clearly achieves its unifying purpose and demonstrates higher thinking, with a unique and compelling thesis (when applicable). All ideas advance purpose. (25)	Paper is clearly guided by a unifying purpose that demonstrates above average thinking; thesis is interesting. All ideas contribute to purpose (21-24)	Paper displays a recognizable, unifying purpose and demon-strates an average thinking; thesis is solid. All ideas are relevant to purpose. (14-20)	Paper sometimes loses focus or shows little depth of reasoning; thesis is basic or underdeveloped. Some ideas distract from purpose. (9-13)	Paper seems only loosely (or not) guided by a recog-nizable, unifying purpose; thesis is unclear or missing. (0-8)	
Structure & Development (Paragraphing & Transitions)	Paragraphs are impressively developed, cohesive, strategically ordered, and linked by skillful transitions. (20)	Paragraphs are developed, cohesive, logically ordered, and linked with smooth transitions. (16-19)	Paragraphs suffice, organization is sound, and transitions are evident. (11-15)	Paragraphs sometimes lack coherence or development; some transitions are ineffective. (6-10)	Paragraphing is unorganized and/or underdeveloped; transitions absent. (0-5)	
Evidence & Integration of Sources	Writer chooses excellent evidence from reputable and approp-riate texts to support purpose/thesis and expertly integrates sources; masterfully paraphrases/quotes. (15)	Writer chooses strong evidence from reputable and appropriate texts to support purpose / thesis and integrates sources well; successfully paraphrases/quotes. (11-14)	Writer chooses acceptable evidence from texts to support purpose / thesis and uses source integration techniques; uses both paraphrases and quotes. (9-10)	Writer chooses inadequate evidence from texts to support purpose / thesis and/or ineffectively integrates sources. (6-8)	Writer chooses substandard quality/ amount evidence from texts to support purpose / thesis and/ or fails to success-fully integrate sources (0-5)	
Mechanics Spelling, Grammar, Punctuation, Style, and MLA Formatting	Paper displays ex-cellent spelling, grammar, punctuation, and style/tone. MLA style is exemplary. (20)	Paper displays above average spelling, grammar, punctuation, and style/tone with no more than 1 mistake per page. MLA style is used consistently. (16-19)	Paper displays average control of spelling, grammar, punctuation, and style/tone with no more than 2 mistakes per page on average. MLA style is used but exhibits common errors. (11-15)	Paper displays fair control of spelling, grammar, punctuation, and style/tone with no more than 3 mistakes per page on average. MLA style is used inconsistently. (6-10)	Paper displays poor control of spelling, grammar, punc-tuation, and style/ tone. MLA style is poorly (or not) demonstrated. (0-5)	

MIDTERM

Professionalism **155th** Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 7 out of 8 meetings.	The student arrives on time for the course, and stays for the duration of the class for 5 to 6 meetings.	The student arrives on time for the course, and stays for the duration of the class for 3 to 4 meetings	The student arrives late for the course, and/or stays for the duration of 2 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points   _____/100 points

Student's Signature: _____   Date: _____

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FINAL

Professionalism **155th** Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points   _____/100 points

Student's Signature: _____   Date: _____

Elmira Business Institute
Student Syllabus: College Writing II (COM121)

Prerequisites: College Writing I (COM111)   **Course Credits: 3**

Course Description

This course is designed to teach students the rhetorical principles and writing practices necessary for producing effective business letters, memos, reports, and collaborative projects in profess-sional contexts, guided by the needs and practices of business, industry, and society at large. The use of proper grammar, punctuation, and sentence structure will be reviewed and emphasized in terms of presentation of business communications. The students will study and practice various forms of written communications including, but not limited to, reports, emails, memos, and business letters. Assignments will involve library research and practice in information literacy and computer usage to ensure that students taking the course are prepared for the writing en-vironment of the 21st-century workplace. The course teaches the rhetorical principles that help students shape their business writing ethically, for multiple audiences, in a variety of professional situations.

Student Learning Outcomes

Upon completion of this course, students will be able to:

- Demonstrate writing as a process, including planning, drafting, organizing, revising, and proofreading and editing documents, both individually and collaboratively
- Identify, explain, and apply six elements of effective communication
- Apply understanding of the roles of purpose and audience in planning effective correspondence
- Analyze writer's desired outcome and predict reader's reaction in order to choose best approach in various business scenarios
- Explain the importance of establishing credibility for business communications and describe how competence, caring, and character affect professional credibility
- Format professional business correspondence
- Develop and apply time-management and teamwork skills in order to work both collaboratively and independently on a long-term project
- Select and use appropriate modes of communication, both spoken and written, that effectively and ethically address professional situations and audiences, and build professional ethics, including potential drawbacks of each mode
- Locate, evaluate, and use print and online information selectively for particular audiences and purposes
- Prepare a thorough, polished written portfolio of a multitude of business correspondence that illustrate concepts of course
- Prepare resume, professional summary statement, and personal "branding" concepts to use in future electronic portfolio
- Produce strategic and effective cover letters, reference sheets, and interview thank you messages.

Career Portfolio for Workplace Skills Program

Your Career Portfolio for Workplace Skills material demonstrates your competency and skills in your chosen career field. The completed portfolio will allow you to present examples of abilities and relevant skills to prospective employers as evidence of career readiness.

Individual Career Portfolio course projects must be saved to be added to your on-line portfolio that will be created in Career Placement Seminar. It is your responsibility to keep these projects safe and secure.

Career Portfolio for Workplace Skills Project for COM121

The project for this course will be a collection of various written business communications and will be graded with the project rubric.

Required Course Texts & Course Materials

Cardon, Peter W. *Business Communication: Developing Leaders for a Networked World*. 2nd ed.
New York: Mc-Graw-Hill, 2016. Print. (ISBN: 1259677222)

Supplemental educational learning materials may include and are not limited to

Abell, Alicia. *Business Grammar, Style & Usage: The Most Used Desk Reference for Articulate and Polished Business Writing and Speaking by Executives Worldwide*. Aspatore Books, 2003. Print.
(ISBN: 9781587620263)
Bradberry, Travis, and Jean Greaves. *Emotional Intelligence 2.0*. San Diego: TalentSmart, 2009.
Print. (ISBN: 9780974320625)
EasyBib: Free Bibliography Maker - MLA, APA, Chicago Citation Styles. ImagineEasy
Solutions, LLC, 2013. Web. 30 July 2013. <http://www.easybib.com/>.
Harvard Business School. Business Communication (Harvard Business Essentials). Boston:
Harvard Business Press, 2006. Print.
(ISBN: 9781591391135).
"Online Writing Lab." Purdue University Online Writing Lab (OWL). Purdue University, 2015.
Web. 1 Oct. 2015. https://owl.english.purdue.edu/owl/

Assessment

Essay assignments and research projects will be evaluated on a standard grading rubric. Written examinations will be graded according to content; (multiple choice, fill-in-the blank, short answer, and/or essay).

The instructor will endeavor to return student work product by the next official class period whenever possible. Essay and/or research projects will be returned as soon as all class projects have been graded.

Student Homework Policy Statement

Elmira Business Institute (EBI) syllabi contain assignments in alignment with the federal government's definition of appropriate, assigned homework for each credit hour. For each one-credit hour of classroom or direct faculty instruction, two hours of out-of-class student work will be assigned. (For example: A three-credit course will include an average of six (6) hours of

homework each week.). For classes with laboratory or clinical work, a three-credit, four-hour class will include an average of six (6) hours of homework each week. For externships, each credit hour will include an average of three (3) hours of homework per week. Assignments are directly relevant to course objectives and learning outcomes and are included at the end of the syllabi. Each assignment will be graded and recorded by the instructor.

Evaluation

Assessment Type	% of Grade
Attendance/Professionalism	15%
Quizzes	15%
Assignments/Homework	25%
Career Portfolio Project	25%
Cumulative Final Exam	20%
Total	**100%**

Grading Scheme:

Numerical Average	Letter Grade	Quality Points
95-100	A	4.0
90-94	A-	3.7
86-89	B+	3.3
83-85	B	3.0
80-82	B-	2.7
76-79	C+	2.3
73-75	C	2.0
70-72	C-	1.7
68-69	D+	1.3
66-67	D	1.0
65	D-	0.7
0-64	F	0.0
Withdraw/Failing	W/F	0.0
Withdraw	W	----
Incomplete	I	----
Test Out	TO	----
Transfer of Credit	T	----

Course Policies

Behavioral Standards

Students are expected to abide by all public laws; to comply with the regulations and policies of the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. Respect for others in terms of language, demeanor, and attention to others while they are speaking is expected.

The College reserves the right to dismiss or suspend students for conduct which impedes, disrupts, or interferes with the orderly and continuous administration and operation of the College or any unit of the College. Attending EBI is not a right; it is a privilege.

As a part of its mission to prepare students for careers in the business and healthcare world, EBI requires students to dress in a manner that will create a positive self-image. Inappropriately dressed students may not be permitted to attend classes. Students in College externships are required to follow the participating organization's dress code.

No cell phone use or Internet access is allowed in the classroom unless permission is granted by the instructor and usage is course appropriate.

No eating or drinking in EBI's classroom laboratories (medical, business or technology), Library and Academic Achievement Center.

Attendance Policy
Attendance is mandatory and will be used when calculating participation/attendance. Class will begin promptly. Students who are late or absent are responsible to obtain lecture notes, assignments, and announcements after class, so as not to interfere with class time, or the work of fellow students. Along with the portfolio, one of the first questions a potential employer will ask the Career Services representative about is student attendance. Your attendance in the classroom directly represents your quality of potential work.

Students who do not attend classes after missing 14 consecutive calendar days or who fail to attend classes on a regular basis will be administratively dropped by the college. Since attendance is also used to verify enrollment for financial aid purposes, it is important that students attend classes on a regular basis to avoid loss of financial aid eligibility (student loans) and federal and state grants.

Make-Up Policy
When a student is absent, that student is responsible for making up missed class work. Make-up tests or quizzes *may* be offered at the *instructor's discretion* via ONE-STOP at the Library, and it is the student's responsibility to arrange a time at the librarian's convenience. One-Stop tests and quizzes must be taken within one week of the date of absence; failure to make up work, quizzes, or exams in a timely manner may result in a 0 grade. There is no charge for make-up work.

Students will not be allowed to make up the Midterm or Final Examination for the course. Midterm or Final Examinations may only be made up with approval from the Campus Director/Dean and appropriate documentation.

Academic Integrity/Plagiarism Rules
Elmira Business Institute is committed to supporting its mission to provide an educational experience designed to develop professional competencies including developing habits of personal and professional integrity. The College expects all members of its community—students, faculty, and staff—to act honestly in all situations. Actions of Academic Dishonesty will not be tolerated. Academic Dishonesty "is any form of cheating and plagiarism which results in students giving or receiving unauthorized assistance in an academic assignment or receiving credit for work which is

not their own." All students are expected to agree to a pledge of honesty concerning their academic work, and faculty is expected to maintain the standards of that code. If you think it may be cheating, it probably is.

Please keep in mind that plagiarism includes:
- Copying another person's work and claiming credit for it
- Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source <u>whether or not it is a direct quotation</u>
- Incorrectly citing a source
- Failing to use quotation marks for a direct quote
- Improperly paraphrasing—both the <u>words</u> and the <u>structure</u> of your writing must differ from your source

Students will be given a complete policy the first day of class to review and sign.
For questions about plagiarism or assistance at any part of the writing process, please visit the Academic Achievement Center or Library.

Academic Support

Tutoring
Tutoring is available at a variety of times throughout the week. Please see the instructor for tutoring availability each week.

Academic Achievement Center
The Academic Achievement Center (AAC) hours are posted outside the door. The AAC Lab is the first stop for help for assignments, study skills, or writing for any course.

Academic Advising/Mentoring
Academic Advising/Mentoring is provided to each student throughout the semester. Staff or Faculty Mentors can facilitate student access to learning resources and answer basic questions regarding EBI academic programs and policies.

The Library
The Library supports the academic programs of the College and offers technology to assist student research in databases and on the Internet. A Librarian is available to assist in research and navigating our resources. Use the Library catalog (http://ebi.scoolaid.net/bin/home) to search for a book in the library, access databases and e-books, and find reference tools. Information is also available about community resources, including scholarships, part-time employment, child care, and transportation.

Course Schedule

Lesson #	Topic(s)
1	**Introduction to the Course** • Understand writing is a process, including planning, drafting, organizing, revising, and proofreading and editing documents, both individually and collaboratively and using different formats of writing for varying situations.
2	**Communicating in Today's Workplace** • Learning the importance of establishing credibility in all types of business communication and what factors affect credibility. • Define business ethics, corporate values, and personal values and understand how they affect business communications.
3	**Professionalism** • Discuss the different elements that comprise professionalism including formality, point of view and voice, clarity and conciseness, citations and references, and content.
4	**Resumes and Cover Letters** • Identify key selling points for the job application process. • Evaluate the primary needs of employers for positions of interest. • Create both chronological and functional resumes and cover letters to highlight key selling points. • Develop a list of references that will improve your employment prospects. • Develop strategies for responding to common job interview questions. • Explain etiquette for following up after job interviews.
5	**Process and Importance of Revision** • Learn to identify the process of revision by focusing on unity, supporting details, coherence, and grammar.
6	**Planning Business Messages** • Describe the AIM planning process for business messages and demonstrate and understanding of how to format professional business correspondence.
7	**Composing Business Messages and Revising Business Messages** • Identify the different types of business messages and have the ability to choose the correct type for varying situations. • Explain the importance of reviewing routine messages.
8	**Electronic Communications and Memos** • Discuss and apply principles for writing effective emails. • Explain how to handle emotion effectively in online communications. • Describe strategies for managing digital message overload. • Apply principles of effective social media use in professional settings. • Learn how to build a credible online reputation. • Describe the ethical use of social media for work.

9	*Positive Messages* • Understand how appreciation messages help achieve business goals and strengthen work relationships. • Construct effective appreciation messages with a focus on tone, professionalism, and audience.
10	*Negative Messages* • Explain how delivering bad-news messages impacts credibility. • Summarize principles for effectively delivering bad-news messages.
11	**Persuasive Messages** • Describe how credibility forms a basis for persuasion. • Explain how the tone and style of persuasive messages impact their persuasiveness. • Explain the AIM planning process for persuasive message and the basic components of most persuasive messages.
12	**Informal Reports** • Identify topics, purpose, and situations where an informal report would be the best format to use. • Describe elements that appear in an informal report.
13	**Proposals and Formal Reports** • Identify topics, purpose, and situations where a proposal or formal report would be the best format to use. • Describe the elements that appear in proposals vs. formal reports.
14	**Presentations** • Describe how planning a presentation leads to credibility. • Analyze presentation audiences in terms of message benefits, learning styles, and communicator styles. • Develop effective slide presentations. • Evaluate a presentation for fairness and effectiveness.
15	**Review andFinal Examination**

Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.

Revised February 2016 mzt

College Writing II Career Portfolio Project

<u>Required elements</u>:

1. **Updated Self-Inventory of Career Interests and Job-Related Abilities & Attributes** (Use format from p. 466. This should be a revised and polished version of the first draft you did early in the semester.)

2. **Your résumé**, incorporating advice from our class and including your education. (Indicate "Anticipated" or "Expected" with your graduation month and year.)

3. **Job posting/announcement** in the field that you are studying. This should be a position that you would apply for if you were graduating this semester. The posting should be analyzed and annotated to identify the desired abilities and attributes. **Cover letter**, written as if you already have graduated and are applying for the position of the job posting. Your cover letter should emphasize those abilities and attributes you chose to merge from your résumé/experience with the details of the position you are applying for.

4. **Reference list**, with required components listed in text (3-5 professional references who have given you permission to list them)

5. **Request message,** asking recipient to be one of your professional references

6. **Thank you message (**following an interview)

7. **Positive message,** utilizing the direct approach, written with the purpose and audience of your choice, on behalf of you as a representative of the company in the position you applied for

8. **Negative message,** utilizing the indirect approach, written with the purpose and audience of your choice, on behalf of you as a representative of the company in the position you applied for

9. **Professional and strategic *LinkedIn* Profile Summary Statement:** Your summary is a brief positive overview of your professional identity that you could post to a *LinkedIn* profile. You should look at samples for inspiration and have your typed Word version approved before posting it online.

10. **Professional Mission Statement: Your Code of Ethics and Conduct (see attached)**

ASSIGNMENT PURPOSE & GRADING:

Your Program Director and Campus Director will be interviewing you early in Career Placement Seminar to arrange an externship site. Your polished résumé must be ready for that initial interview and for the externship site interview.

During Career Placement Seminar, you will be developing your own online, electronic portfolio, and your resume will be the most important component. *You must get your résumé ready this semester.*

You will continue to develop, revise, and polish your employment materials for the rest of your professional life. You should do your very best on this project. Many other parts will also be used in the electronic portfolio you create in Career Placement Seminar.

This project will be graded holistically using the EBI College Writing II Career Portfolio Project Rubric included in your syllabus. Completeness is expected, and any missing part will automatically deduct 10 points of overall project grade. Additionally, for your project to be A-range eligible, your résumé and cover letter must meet the following two criteria:

a) <u>Ready to post to e-Portfolio / employer-ready</u>: Your résumé and cover letter must be complete, accurate, and impressive enough to make a great impression on a potential employer. **You will be using this document for your Program Director interview, your Externship site interview, and your e-Portfolio.**

b) <u>Reflective of course</u>: The resume and cover letter should reflect practically all College Writing 2 concepts, including credibility; all 6 Cs; awareness of purpose and audience, which includes goodwill and you-view; the direct writing pattern, and deliberate style and formatting decisions to maximize readability. *Your chosen abilities and attributes should be obvious in your overall package.*

Professional Mission Statement: Your Code of Ethics and Conduct

The Professional Mission Statement: Your Code of Ethics and Conduct ("Code" for short) will be your own unique, individualized professional statement <u>identifying the standards you will hold yourself to as an employee.</u> This code will have both internal and external value—meaning that you will look to it for inspiration and guidance, and that an employer or colleague could read it to understand the value system that will guide your professional decision-making and behavior. You should start by conducting an inventory of professional values and behaviors that you find most important. Think about how you can be counted on to consistently act. What makes you the person and worker you are? Specific topics we've covered together this semester include

- credibility, professionalism / soft skills; abilities & attributes (Ch 1 &16);
- emotional intelligence and interpersonal communication (Ch 2);
- listening and approaches to difficult conversations (Ch 2 & 3); and
- approaches to writing effective routine and "bad news" business messages, including improving readability, in *all* forms of written messages (Chs 5-10).

Related topics include (but are not limited to) teamwork, leadership, reliability, accepting responsibility, punctuality, respect, learning from mistakes, courtesy, appearance, tolerance, honesty, willingness to learn, attitude, handling pressure, and adaptability.

You should think of what you value—and then how those values (your ethics) influence your behaviors as a person and an employee (your conduct).

This requires real introspection and drafting time. You should use your course materials. If you look online for samples or inspiration, DO NOT save or print them. **Copying the ideas or format of someone else's and "making it your own" is unacceptable for this project**. (You also should not use language from your professional organization's code.) Please spend time planning before you begin drafting, and review and revise for your best grammar, punctuation, correctness, goodwill, 5Cs, you-view, and achievement of purpose. The final version should reflect your very best grammar, spelling, usage, and punctuation. It should also be visually appealing and professional.

Keep these to one page, though you can decide on the formatting (including spacing, font, and layout). *Aim to provide a <u>complete</u> picture of you, while also maintaining <u>ease of readability</u>.* There is no one right way in terms of appearance, design, paragraphs versus bullets, etc. You should imagine displaying it in a frame near your workstation **as a daily testament to your daily approach to your work.** Keep in mind that this is a professional code—it should not include references to family, friendship, or spirituality.

Save this Code for potential inclusion in your e-Portfolio. You should also review and update it periodically as you evolve professionally, much as you will revise your résumé over time. To be successful for this course, both **ETHICS** ("internal" values and character traits) and **CONDUCT** ("external" behavior) must be addressed. At least 10 identifiable concepts must be included.

College Writing II Career Portfolio Project Rubric

Component	Excellent:	Above Average:	Average:	Fair:	Poor:	**Automatic Fail:**	**Score:**
Grammar:	Student shows excellent control of grammar and style. (20 pts.)	Student shows above average control of grammar and style with no more than 5 mistakes in the whole project. (17.5 pts.)	Student shows average control of grammar and style with no more than 10 mistakes in the whole project. (16 pts.)	Student shows fair control of grammar and style with no more than 15 mistakes in the whole project. (14.5 pts.)	Student shows poor control of grammar and style with no more than 20 mistakes in the whole project. (13 pts.)	Student shows no control of grammar and style with more than 20 mistakes in the whole project.	
Formatting:	Student shows excellent control formatting business communications of various types and styles. (20 pts.)	Student shows above average control of formatting various types and styles with no more than 5 errors in the whole project. (17.5 pts.)	Student shows average control formatting various types and styles with no more than 10 errors in the whole project. (16 pts.)	Student shows fair control formatting various types and styles with no more than 15 errors in the whole project. (14.5 pts.)	Student shows poor control formatting various types and styles with no more than 20 errors in the whole project. (13 pts.)	Student shows no control formatting various types and styles with more than 20 errors in the whole project.	
"6 C's":	Student shows excellent control of the "6 C's" with no areas for improvement. (30 pts.)	Student shows above average control of the "6 C's" with 1 or 2 instances for improvement. (25.5 pts.)	Student shows average control of the "6 C's" with 3 or 4 instances for improvement. (22 pts.)	Student shows fair control of the "6 C's" with 5 or 6 instances for improvement. (18.5 pts.)	Student shows poor control of the "6 C's" with 7 or 8 instances for improvement. (15 pts.)	Student shows no control of the "6 C's" with more than 8 instances for improvement.	
Creativity	Student shows excellent creativity with a fresh direction demonstrating deep thought and awareness of the task and possible types of communications needed. (10 pts.)	Student shows above average creativity with a fresh direction for the project demonstrating moderate thought and awareness of the task and possible types of communications needed. (8 pts.)	Student shows average creativity using a fresh direction for the project demonstrating some thought and awareness of the task and possible types of communications needed. (6 pts.)	Student shows fair creativity using a fresh direction for the project demonstrating little thought and awareness of the task and possible types of communications needed. (4 pts.)	Student shows poor creativity using a fresh direction for the project demonstrating no thought and awareness of the task and possible types of communications needed. (2 pts.)		

College Writing II Career Portfolio Project Rubric

Component	Excellent:	Above Average:	Average:	Fair:	Poor:	**Automatic Fail:**	**Score:**
You-attitude/ Goodwill:	Student shows excellent awareness of audience and purpose conveying the reader's importance over the writer. Student uses every opportunity to show goodwill in their business communications. (20 pts.)	Student shows partial awareness of audience and purpose most of the time conveying the reader's importance over the writer. Student misses 1 or 2 opportunities to show goodwill in their communications. (17.5 pts.)	Student shows some awareness of audience and purpose some of the time conveying the reader's importance over the writer. Student misses 3 or 4 opportunities to show goodwill in their communications. (16 pts.)	Student shows little awareness of audience and purpose with little thought to conveying the reader's importance of the writer. Student misses 5 or 6 opportunities to show goodwill in their communications. (14.5 pts.)	Student shows no awareness of the audience and purpose with no thought to conveying the reader's importance over the writer. Student misses 7 or 8 opportunities to show goodwill in their communications. (13 pts.)		
					TOTAL		

Cover Letter Rubric

Standard	Beginning 10	Adequate 15	Outstanding 20	Score
Content	☐ Does not include specific work and education experience that relate to the job. Does not elaborate on skills or explain how they can contribute to the company. Does not ask for an interview.	☐ Includes relevant work and education experience and elaborates on skills, but does not always explain how they can contribute to the company's success. Does ask for an interview.	☐ Specifically shows how skills and work and education experience can contribute to the company's success. Uses examples to support analysis. Asks for an interview and provides necessary contact information.	
Organization	☐ Does not include all the necessary elements. No logical flow between paragraphs.	☐ Includes all the necessary elements. Paragraphs could use better structure and transitions.	☐ Includes all necessary elements, and all elements flow logically from one to the other.	
Writing Style	☐ Writing is vague and verbose. Language is sometimes unclear or inappropriate for audience.	☐ Writing is short and direct. Uses some action statements and active verbs.	☐ Writing is direct and specific. Action statements and active verbs are used throughout. Style and tone are professional.	
Format	☐ Does not follow appropriate business letter format.	☐ Follows appropriate business letter format but leaves out a few details, such as enclosures.	☐ Follows appropriate business letter format exactly.	
Grammar and Usage	☐ Letter contains more than one grammatical error.	☐ Letter contains one grammatical error.	☐ Letter contains no errors in grammar and usage.	

TOTAL SCORE	
PERCENTAGE	
LETTER GRADE	

Resume Rubric

Standard	Beginning 10	Adequate 15	Outstanding 20	Score
Content	☐ The resume does not include all of the required elements.	☐ The resume includes all of the required elements, but actual content for each element is vague or incomplete.	☐ The resume includes all of the required elements, and each element is thorough and complete.	
Skills Statements	☐ Fewer than 3 skills statements are listed. Few keywords are used.	☐ Resume lists 3–5 skills and uses several keywords. Skills are not tailored to job and objective.	☐ Resume lists more than 5 skills and uses several keywords. Skills are tailored to job and objective.	
Writing Style	☐ Writing is vague and verbose. Language is sometimes unclear or inappropriate for audience.	☐ Writing is short and direct. Uses some action statements and active verbs.	☐ Writing is short, direct, and specific. Action statements and active verbs are used throughout.	
Format	☐ Resume is poorly organized and difficult to read. Lacks bullets, lines, bold, italic, font changes, or graphics.	☐ Resume is somewhat organized and easy to read. Uses some formatting strategies to make scanning easier.	☐ Resume is well organized and makes good use of bullets, lines, graphics, and font changes to catch the reader's eye and emphasize key points.	
Grammar and Usage	☐ Resume contains more than one grammatical error.	☐ Resume contains one grammatical error.	☐ Resume contains no errors in grammar and usage.	
			TOTAL SCORE	
			PERCENTAGE	
			LETTER GRADE	

The use of http://www.plagiarismchecker.com/ was used on this assignment: Yes_____No_____

MIDTERM

Professionalism Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 7 out of 8 meetings.	The student arrives on time for the course, and stays for the duration of the class for 5 to 6 meetings.	The student arrives on time for the course, and stays for the duration of the class for 3 to 4 meetings	The student arrives late for the course, and/or stays for the duration of 2 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points   _____/100 points

Student's Signature: _____   Date: _____

FINAL

Professionalism Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points _____/100 points

Student's Signature: _____   Date: _____

Elmira Business Institute
Student Syllabus: Oral Communications (COM130)

Prerequisites: None   **Course Credits: 3**

Course Description

This course acquaints students with the challenges to effective oral communication. Verbal and non-verbal obstacles to productive communication are explored, and various techniques and strategies are offered for coping with them. Students become accustomed to making public presentations through a wide variety of workshop situations. Students take many active speaking roles and also learn to pay careful attention to the presentations of others. Special emphasis is given to the problems of communication that arise in various informal business situations.

Student Learning Outcomes

Upon completion of this course, students will be able to:
- Develop and apply strategies to overcome specific public speaking fears
- Differentiate between hearing and listening; develop the skills to meaningfully and tactfully critique both the content and delivery of speeches
- Select and research a topic
- Develop the content and determine the best structure for an effective presentation
- Develop and effectively use supporting materials
- Analyze an audience and adjust delivery techniques accordingly
- Distinguish between, plan for, and effectively deliver demonstrative, informative, persuasive, and ceremonial speeches
- Effectively deliver strategic, confident, and concise responses in one-on-one, group, and panel interviews.

Career Portfolio for Workplace Skills Program

Your Career Portfolio for Workplace Skills material demonstrates your competency and skills in your chosen career field. The completed portfolio will allow you to present examples of abilities and relevant skills to prospective employers as evidence of career readiness.

Individual Career Portfolio course projects must be saved to be added to your on-line portfolio that will be created in Career Placement Seminar. It is your responsibility to keep these projects safe and secure.

Career Portfolio for Workplace Skills Project for COM130
None

Required Course Texts & Course Materials

Gregory, Hamilton. *Public Speaking for College and Career*. 10th ed. New York: McGraw-Hill, 2013. Print. (ISBN: 9780078036828)

Supplemental educational learning materials may include and are not limited to

Booher, Dianna D. *What More Can I Say?: Why Communication Fails and What to Do About It.*, 2015. Print. (ISBN: 9780735205338)

EasyBib: Free Bibliography Maker-MLA, APA, Chicago Citation Styles. ImagineEasy Solutions, LLC, 2013. 2015 21 Sept. 2015. <http://www.easybib.com/>.

Gallo, Carmine. *Talk Like Ted: The 9 Public Speaking Secrets of the World's Top Minds.* 2014. Print. (ISBN: 9781250041128)

Humes, James C. *Speak Like Churchill, Stand Like Lincoln: 21 Powerful Secrets of History's Greatest Speakers*. Roseville, Calif: Prima Pub, 2002. Print. (ISBN: 0761563512)

"Online Writing Lab." Purdue University Online Writing Lab (OWL). Purdue University, 2015. Web. 1 Oct. 2015. <https://owl.english.purdue.edu/owl/>

TED: Ideas Worth Spreading. TED Conferences, 2015. Web. 12 Aug. 2015. <https://www.ted.com>

College subscribed databases including, but not limited to, InfoTrac, EBSCO, Proquest, and FirstSearch.

Assessment

Speeches will be evaluated on a standard grading rubric. Written examinations will be graded according to content; (multiple choice, fill-in-the blank, short answer, and/or essay).   The instructor will endeavor to return student work product by the next official class period whenever possible.

Student Homework Policy Statement

Elmira Business Institute (EBI) syllabi contain assignments in alignment with the federal government's definition of appropriate, assigned homework for each credit hour. For each one-credit hour of classroom or direct faculty instruction, two hours of out-of-class student work will be assigned. (For example: A three-credit course will include an average of six (6) hours of homework each week.). For classes with laboratory or clinical work, a three-credit, four-hour class will include an average of six (6) hours of homework each week. For externships, each credit hour will include an average of three (3) hours of homework per week. Assignments are directly relevant to course objectives and learning outcomes and are included at the end of the syllabi. Each assignment will be graded and recorded by the instructor.

Evaluation

Assessment Type	% of Grade
Attendance/Professionalism	15%
Quizzes	10%
Speeches	50%
Assignments/Homework	15%
Cumulative Final Exam	10%
Total	100%

Grading Scheme

Numerical Average	Letter Grade	Quality Points
95-100	A	4.0
90-94	A-	3.7
86-89	B+	3.3
83-85	B	3.0
80-82	B-	2.7
76-79	C+	2.3
73-75	C	2.0
70-72	C-	1.7
68-69	D+	1.3
66-67	D	1.0
65	D-	0.7
0-64	F	0.0
Withdraw/Failing	W/F	0.0
Withdraw	W	----
Incomplete	I	----
Test Out	TO	----
Transfer of Credit	T	----

Course Policies

Behavioral Standards
Students are expected to abide by all public laws; to comply with the regulations and policies of the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. Respect for others in terms of language, demeanor, and attention to others while they are speaking is expected.

The College reserves the right to dismiss or suspend students for conduct which impedes, disrupts, or interferes with the orderly and continuous administration and operation of the College or any unit of the College. Attending EBI is not a right; it is a privilege.

As a part of its mission to prepare students for careers in the business and healthcare world, EBI requires students to dress in a manner that will create a positive self-image. Inappropriately dressed students may not be permitted to attend classes. Students in College externships are required to follow the participating organization's dress code.

No cell phone use or Internet access is allowed in the classroom unless permission is granted by the instructor and usage is course appropriate.

No eating or drinking in EBI's classroom laboratories (medical, business or technology), Library and Academic Achievement Center.

Attendance Policy
Attendance is mandatory and will be used when calculating participation/attendance. Class will begin promptly. Students who are late or absent are responsible to obtain lecture notes, assignments, and announcements after class, so as not to interfere with class time, or the work of fellow

students. Along with the portfolio, one of the first questions a potential employer will ask the Career Services representative about is student attendance. Your attendance in the classroom directly represents your quality of potential work.

Students who do not attend classes after missing 14 consecutive calendar days or who fail to attend classes on a regular basis will be administratively dropped by the college. Since attendance is also used to verify enrollment for financial aid purposes, it is important that students attend classes on a regular basis to avoid loss of financial aid eligibility (student loans) and federal and state grants.

Make-Up Policy
When a student is absent, that student is responsible for making up missed class work. Make-up tests or quizzes *may* be offered at the *instructor's discretion* via ONE-STOP at the Library, and it is the student's responsibility to arrange a time at the librarian's convenience. One-Stop tests and quizzes must be taken within one week of the date of absence; failure to make up work, quizzes, or exams in a timely manner may result in a 0 grade. There is no charge for make-up work.

Students will not be allowed to make up the Midterm or Final Examination for the course. Midterm or Final Examinations may only be made up with approval from the Campus Director/Dean and appropriate documentation.

Academic Integrity/Plagiarism Rules
Elmira Business Institute is committed to supporting its mission to provide an educational experience designed to develop professional competencies including developing habits of personal and professional integrity. The College expects all members of its community—students, faculty, and staff—to act honestly in all situations. Actions of Academic Dishonesty will not be tolerated. Academic Dishonesty "is any form of cheating and plagiarism which results in students giving or receiving unauthorized assistance in an academic assignment or receiving credit for work which is not their own." All students are expected to agree to a pledge of honesty concerning their academic work, and faculty is expected to maintain the standards of that code. If you think it may be cheating, it probably is.

Please keep in mind that plagiarism includes:
- Copying another person's work and claiming credit for it
- Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source whether or not it is a direct quotation
- Incorrectly citing a source
- Failing to use quotation marks for a direct quote
- Improperly paraphrasing—both the words and the structure of your writing must differ from your source

Students will be given a complete policy the first day of class to review and sign.
For questions about plagiarism or assistance at any part of the writing process, please visit the Academic Achievement Center or Library.

Academic Support

Tutoring
Tutoring is available at a variety of times throughout the week. Please see the instructor for tutoring availability each week.

Academic Achievement Center
The Academic Achievement Center (AAC) hours are posted outside the door. The AAC Lab is the first stop for help for assignments, study skills, or writing for any course.

Academic Advising/Mentoring
Academic Advising/Mentoring is provided to each student throughout the semester. Staff or Faculty Mentors can facilitate student access to learning resources and answer basic questions regarding EBI academic programs and policies.

The Library
The Library supports the academic programs of the College and offers technology to assist student research in databases and on the Internet. A Librarian is available to assist in research and navigating our resources. Use the Library catalog (http://ebi.scoolaid.net/bin/home) to search for a book in the library, access databases and e-books, and find reference tools. In-formation is also available about community resources, including scholarships, part-time employment, child care, and transportation.

Course Schedule

Lesson

Lesson #	*Topic(s)*
1	**Course Introduction and Finding Voice – benefits of course and communications process** • Explain the benefits of a public speaking course and understand why public speaking skills are an important skill for any career • Identify and explain the seven elements of the speech communication process • Describe the main responsibilities that speakers have towards their listeners
2	**Communication Anxiety** • Identify and describe the five fears that can cause nervousness • Explain why nervousness can actually help a public speaker • Apply techniques that can be used before and during a speech to manage nervousness
3	**Listening** • Explain the difference between hearing and listening • Describe eight keys to effective listening • Define three major responsibilities that listeners have toward speakers • Know how to give and receive evaluations of speeches

4	**Audience** • Understand the importance of evaluating characteristics of an audience and the skills needed to evaluate an audience • Explain how speakers can be responsive to diverse audiences and how they can adapt to varying levels of audience knowledge, attitudes, interests, needs, and desires
5	**Power of Words** • Explain the importance of choosing words that are appropriate for the audience and the occasion that help create a clear, accurate and vivid speech • Describe the difference between oral and written language
6	**Topic Development** • Select appropriate and interesting speech topics • Specify the general purpose of a speech. Develop a clear, concise specific purpose statement and central idea • Understand how the specific purpose and the central idea fit into the overall design of a speech
7	**Research and Responsible Knowledge** • Develop research strategies for finding materials quickly and efficiently. Recognize the value of using different types of information sources and how to evaluate each type of resource
8	**How to Use Supporting Information** • Explain why support materials are needed in a speech • Describe different types of support materials and which ones are the best to use for different types of speeches • Discuss the use and abuse of statistics in speeches
9	**Speech Structure and Outlining a Speech** • Understand the importance of developing an outline for a speech • Learn the items that make up an outline, and be able to create a coherent outline • Explain the importance of skillfully organizing the body of the speech by devising and organizing main points and selecting support materials • Create effective speaking notes based on an outline.
10	**Presentation Aids** • Explain specific advantages and disadvantages of using visual aids in a speech • Describe the types of visual aids and be able to prepare and present appropriate visual aids
11	**Informative Speaking** • Understand the difference between different types of informative speeches and identify which format is best to use in varying situations • Prepare a speech that exemplifies the guidelines for one of the types of informative speeches

12	**Demonstrative Speaking** • Articulate what a demonstrative speech is and the situations which this type of speech would be used • Create and deliver a demonstrative speech
13	**Persuasive Speaking and Building Sound Arguments** • Understand the difference between different types of persuasive speeches and patterns for organizing a persuasive speech • Identify which format and method of organization is best to use in varying situations • Explain how to build credibility with an audience while delivering a persuasive speech • Learn how to analyze an audience using a persuasion scale, and how to arouse emotions in the audience
14	**Ceremonial Speaking** • Identify the different types of ceremonial speeches and the purpose of each of them • Create and deliver a ceremonial speech
15	**Review and Comprehensive Final Examination**

Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.

Revised February 2016 mzt

Demonstrative Speech Evaluation Form

Name _____ **Date** _____ **Topic** _____ **Grade** _____

General

_____ Did the speaker seem committed to the topic?

_____ Did the speech fulfill the specifics of the assignment?

_____ Did the speech promote identification among topic, audience, and speaker?

_____ Was the purpose of the speech clear?

_____ Was the topic handled with imagination and freshness?

Substance and Structure

_____ Did the introduction arouse interest?

_____ Was the speech easy to follow?

_____ Could you identify the main points of the speech?

_____ Were the proper factors magnified in the presentation?

_____ Were main ideas supported by examples or narratives?

_____ Did the conclusion help you remember the speech?

Presentation

_____ Was the language clear and direct?

_____ Was the language appropriate to the occasion?

_____ Were grammar and pronunciations correct?

_____ Was the speech presented extemporaneously?

_____ Were notes used unobtrusively?

_____ Did the speaker maintain good eye contact?

_____ Did the presentation sound "conversational"?

_____ Did gestures and body language complement ideas?

_____ Was the speaker's voice expressive?

_____ Were the rate and loudness appropriate to the material?

_____ Did the speaker use pauses appropriately?

_____ Was the presentation free from distracting mannerisms?

Comments:

Persuasive Grading Rubric

	Poor/Missing 0-1 points	Fair 2-5 points	Good 6-8 points	Excellent 9-10 points
Vocal, Eye Contact, Mannerisms / Engaged Audience	Poor volume, articulation, spoke quickly, used colloquialisms, poor grammar. Little or no eye contact, extra movement, slouched. Read directly from the outline/note cards, very little contact with the audience. Did not use techniques to engage audience interest	Some difficulty with mispronunciation, use of filler words, rate of speech, volume, and grammar. Some eye contact. Frequently focused on the outline, back wall, table. Relied heavily on the outline/notes, becoming lost or needed long pauses to reorient himself/herself. Attempted to engage audience interest, but the effort was incomplete, disorganized, or poorly delivered.	Spoke clearly, articulated well, appropriate volume and speed, few pauses or mispronounced words. Maintained eye contact. Professional posture and gestures. Clear explanation of the process, but relied on the outline more than necessary. Used a story, example, rhetorical question, or other technique to attain interest.	Excellent use of vocabulary, volume, and speed. Grammatically correct. Extensive use of body language, gestures, and other nonverbal behaviors to enhance the speech. Explained the process conversationally. Proper use of notes. Actively engaged the audience using a variety of methods.
Delivery in speech citations / Organization, Demonstration, Citations / Outline, Notes	Did not state the topic of the speech. No background information and/or conclusion. Disorganized and/or confusing. Limited or no visual aids. Did not use any citations in the speech. Unprepared with no work cited page, formal notes or outline.	Stated the topic of the speech, but it was unclear or misleading. Information itself was clear, but needed a defined structure. Needed more practice. Used less than three citations properly. Work cited page and/or, outline incomplete or poorly done.	Clearly stated the topic of the speech. Explained all the elements of the topic in logical order. Visual aids were relevant to the topic. No additional practice needed. Correctly used at least three citations.	Clearly stated the topic of the speech in a creative, innovative way. Used imagination and creativity in explaining the information and/or persuading the audience. Well practiced visual aids well timed and effective. Multiple citations, correctly used. Properly formatted, typed work cited page and/or outline.
Signal the end	Student did not use any verbal cues or delivery styles to signal the end of the speech.	Student used verbal cues or delivery styles to signal the end of the speech, but poor transition.	Student used verbal cues or delivery styles to signal the end of the speech before concluding.	Student used creativity beyond "In conclusion" to effectively signal the conclusion.
Persuasive	Did not reference both sides of the issue. Chose an inappropriate issue.	Attempted to address the issue but was clearly bias and/or uninformed of both sides of the issue.	Clearly addressed both sides of the issue.	Exceptional insight and understanding of both sides of the issue.

	Additional Criteria			
Professional Dress	Not professionally dressed. -10 points			Professionally Dressed +10 points
Respect for other speakers and Attendance	Disrespectful and/or absent for other speeches. -10 points			In attendance and respectfully listening to other speeches. No additional points—expected.
Over/Under time limit				Minus Three Points

Total   /50 points
Comments:

Informative Speech Evaluation Form

Name _____ **Date** _____ **Topic** _____ **Grade**_____

General

_____ Did the speaker seem committed to the topic?

_____ Did the speech fulfill the specifics of the assignment?

_____ Was the speech adapted to fit the audience?

_____ Did the speech promote identification among topic, audience, and speaker?

_____ Was the purpose of the speech clear?

_____ Was the topic handled with imagination and freshness?

_____ Did the speech meet high ethical standards?

Substance

_____ Was the topic worthwhile?

_____ Had the speaker done sufficient research?

_____ Were the main ideas supported with reliable information?

_____ Was testimony used appropriately?

_____ Were sources documented properly?

_____ Were examples and narratives used effectively?

Structure

_____ Did the introduction arouse interest?

_____ Did the introduction adequately preview the message?

_____ Was the speech easy to follow?

_____ Could you identify the main points of the speech?

_____ Were transitions used to tie the speech together?

_____ Did the conclusion help you remember the speech?

Presentation

_____ Was the language clear, simple, and direct?

_____ Was the language colorful?

_____ Were grammar and pronunciations correct?

_____ Was the speech presented extemporaneously?

_____ Were notes used unobtrusively?

_____ Was the speech presented enthusiastically?

_____ Did the speaker maintain good eye contact?

_____ Did the presentation sound "conversational"?

_____ Did gestures and body language complement ideas?

_____ Was the speaker's voice expressive?

_____ Were the rate and loudness appropriate to the material?

_____ Did the speaker use pauses appropriately?

_____ Did presentation aids make the message clearer or more memorable?

_____ Were presentation aids skillfully integrated into the speech?

_____ Was the presentation free from distracting mannerisms?

Comments:

Persuasive Speech Evaluation Form

Name _____ **Date** _____ **Topic** _____ **Grade**_____

General

_____ Did the speaker seem committed to the topic?

_____ Did the speech fulfill the specifics of the assignment?

_____ Was the speech adapted to fit the audience?

_____ Did the speech promote identification among topic, audience, and speaker?

_____ Was the purpose of the speech clear?

_____ Was the topic handled with imagination and freshness?

_____ Did the speech meet high ethical standards?

Substance

_____ Was the topic worthwhile?

_____ Had the speaker done sufficient research?

_____ Were the main ideas supported with reliable information?

_____ Was testimony used appropriately?

_____ Were sources documented properly?

_____ Were examples and narratives used effectively?

_____ Were appropriate proofs used?

_____ Was the reasoning clear?

_____ Did the reasoning follow an acceptable logical pattern?

Structure

_____ Did the introduction arouse interest?

_____ Did the introduction adequately preview the message?

_____ Was the speech easy to follow?

_____ Could you identify the main points of the speech?

_____ Were transitions used to tie the speech together?

_____ Did the conclusion help you remember the speech?

Presentation

_____ Was the language clear, simple, and direct?

_____ Was the language colorful?

_____ Were grammar and pronunciations correct?

_____ Was the speech presented extemporaneously?

_____ Were notes used unobtrusively?

_____ Was the speech presented enthusiastically?

_____ Did the speaker maintain good eye contact?

_____ Did the presentation sound "conversational"?

_____ Did gestures and body language complement ideas?

_____ Was the speaker's voice expressive?

_____ Were the rate and loudness appropriate to the material?

_____ Did the speaker use pauses appropriately?

_____ Did presentation aids make the message clearer or more memorable?

_____ Were presentation aids skillfully integrated into the speech?

_____ Was the presentation free from distracting mannerisms?

Comments:

Informative Grading Rubric

	Poor/Missing 0-1 points	Fair 2-5 points	Good 6-8 points	Excellent 9-10 points
Vocal, Eye Contact, Mannerisms — Engaged Audience	Poor volume, articulation, spoke quickly, used colloquialisms, poor grammar. Little or no eye contact, extra movement, slouched. Read directly from the outline/note cards, very little contact with the audience. Did not use techniques to engage audience interest	Some difficulty with mispronunciation, use of filler words, rate of speech, volume, and grammar. Some eye contact. Frequently focused on the outline, back wall, table. Relied heavily on the outline/notes, becoming lost or needed long pauses to reorient himself/herself. Attempted to engage audience interest, but the effort was incomplete, disorganized, or poorly delivered.	Spoke clearly, articulated well, appropriate volume and speed, few pauses or mispronounced words. Maintained eye contact. Professional posture and gestures. Clear explanation of the process, but relied on the outline more than necessary. Used a story, example, rhetorical question, or other technique to attain interest.	Excellent use of vocabulary, volume, and speed. Grammatically correct. Extensive use of body language, gestures, and other nonverbal behaviors to enhance the speech. Explained the process conversationally. Proper use of notes. Actively engaged the audience using a variety of methods.
Delivery in speech citations — Organization — Demonstration — Citations — Outline — Notes	Did not state the topic of the speech. No background information and/or conclusion. Disorganized and/or confusing. Limited or no visual aids. Did not use any citations in the speech. Unprepared with no work cited page, formal notes or outline.	Stated the topic of the speech, but it was unclear or misleading. Information itself was clear, but needed a defined structure. Needed more practice. Used less than three citations properly. Work cited page and/or, outline incomplete or poorly done.	Clearly stated the topic of the speech. Explained all the elements of the topic in logical order. Visual aids were relevant to the topic. No additional practice needed. Correctly used at least three citations.	Clearly stated the topic of the speech in a creative, innovative way. Used imagination and creativity in explaining the information and/or persuading the audience. Well practiced visual aids well timed and effective. Multiple citations, correctly used. Properly formatted, typed work cited page and/or outline.
Signal the end	Student did not use any verbal cues or delivery styles to signal the end of the speech.	Student used verbal cues or delivery styles to signal the end of the speech, but poor transition.	Student used verbal cues or delivery styles to signal the end of the speech before concluding.	Student used creativity beyond "In conclusion" to effectively signal the conclusion.

Informative	Did not reinforce the central idea as part of the conclusion.	Attempted to reinforce the central idea, but did not clearly execute a summation.	Clearly reinforced the central idea in a way that brought the speech to a clear finish.	Used an appropriate and memorable method of reinforcing the central idea in the summation.
	Additional Criteria			
Professional Dress	Not professionally dressed. -10 points			Professionally Dressed +10 points
Respect for other speakers and Attendance	Disrespectful and/or absent for other speeches. -10 points			In attendance and respectfully listening to other speeches. No additional points—expected.
Over/Under time limit				Minus Three Points

MIDTERM

Professionalism Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 7 out of 8 meetings.	The student arrives on time for the course, and stays for the duration of the class for 5 to 6 meetings.	The student arrives on time for the course, and stays for the duration of the class for 3 to 4 meetings	The student arrives late for the course, and/or stays for the duration of 2 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points _____/100 points

Student's Signature: _____   Date: _____

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FINAL

Professionalism Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points   _____/100 points

Student's Signature: _____   Date: _____

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Elmira Business Institute
Student Syllabus: Freshman Seminar (COM140)

Prerequisites: None   **Course Credits: 3**

Course Description

This course is designed to expose the student to a variety of techniques and strategies for dealing with obstacles to personal and professional success as a student at Elmira Business Institute. Student's personal and professional skills will be enhanced through group participation in human relations training and social skills development exercises. Topics such as learning styles, test taking, time management, and studying strategies will be covered in detail.
Note: This is a required course for all incoming Freshman Students

Student Learning Outcomes

Upon completion of this course, students will be able to:
- Write effective personal and career affirmations
- Demonstrate how to change negative thinking into positive thinking
- Demonstrate effective interpersonal communication skills in small and large group settings
- Develop goal-setting and individualized time-management skills
- Analyze and assess the role of learning environments and preferences, from both cognitive and social learning perspectives
- Identify best study practices and articulate individualized strategies for success
- Explain the nature, purpose, and importance of human relations
- Identify major themes that serve as the foundation for effective human relations
- Identify preferred communication style and improve communication with others through style flexing
- Recognize the impact of attitudes on the success of individuals as well as organizations
- Act to change attitudes and professionally help others change their attitudes
- Describe selected self-motivating strategies

Career Portfolio for Workplace Skills Program

Your Career Portfolio for Workplace Skills material demonstrates your competency and skills in your chosen career field. The completed portfolio will allow you to present examples of abilities and relevant skills to prospective employers as evidence of career readiness.

Individual Career Portfolio course projects must be saved to be added to your on-line portfolio that will be created in Career Placement Seminar. It is your responsibility to keep these projects safe and secure.

Career Portfolio for Workplace Skills Project for COM140
None

Required Course Texts & Course Materials

Carter, Carol, Joyce Bishop, and Sarah Lyman Kravits. *Keys to Success-Quick.* 1st ed. Boston:
      Pearson, 2012. Print. (ISBN: 9780134019352)

Reece, Barry L. *Effective Human Relations: Interpersonal and Organizational Applications*
      12th ed. Mason, OH: Cengage Learning, 2014. Print. (ISBN: 978-1133960836)

Tice, Lou, Joe Pace and Scott Fitzgibbon. *Thought Patterns for a Successful Career, From*
      Education to Employment…and Beyond. 1st ed. Seattle, WA: The Pacific Institute, 2013,
      Print. (ISBN: 9781930622296)

Assessment

Essay assignments and research projects will be evaluated on a standard grading rubric. Written examinations will be graded according to content; (multiple choice, fill-in-the blank, short answer, and/or essay).

The instructor will endeavor to return student work product by the next official class period whenever possible. Essay and/or research projects will be returned as soon as all class projects have been graded.

Student Homework Policy Statement

Elmira Business Institute (EBI) syllabi contain assignments in alignment with the federal government's definition of appropriate, assigned homework for each credit hour. For each one-credit hour of classroom or direct faculty instruction, two hours of out-of-class student work will be assigned. (For example: A three-credit course will include an average of six (6) hours of homework each week.). For classes with laboratory or clinical work, a three-credit, four-hour class will include an average of six (6) hours of homework each week. For externships, each credit hour will include an average of three (3) hours of homework per week. Assignments are directly relevant to course objectives and learning outcomes and are included at the end of the syllabi. Each assignment will be graded and recorded by the instructor.

Evaluation:

Assessment Type	% of Grade
Attendance/Professionalism	15%
Quizzes	20%
Assignments/Homework	50%
Cumulative Final Exam	15%
Total	100%

Grading Scheme:

Numerical Average	Letter Grade	Quality Points
95-100	A	4.0
90-94	A-	3.7
86-89	B+	3.3
83-85	B	3.0
80-82	B-	2.7
76-79	C+	2.3
73-75	C	2.0
70-72	C-	1.7
68-69	D+	1.3
66-67	D	1.0
65	D-	0.7
0-64	F	0.0
Withdraw/Failing	W/F	0.0
Withdraw	W	----
Incomplete	I	----
Test Out	TO	----
Transfer of Credit	T	----

Course Policies

Standards

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The College reserves the right to dismiss or suspend students for conduct which impedes, disrupts, or interferes with the orderly and continuous administration and operation of the College or any unit of the College. Attending EBI is not a right; it is a privilege.

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Please keep in mind that plagiarism includes:
- Copying another person's work and claiming credit for it
- Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source <u>whether or not it is a direct quotation</u>
- Incorrectly citing a source
- Failing to use quotation marks for a direct quote
- Improperly paraphrasing—both the <u>words</u> and the <u>structure</u> of your writing must differ from your source

Students will be given a complete policy the first day of class to review and sign.
For questions about plagiarism or assistance at any part of the writing process, please visit the Academic Achievement Center or Library.

Academic Support

Tutoring

Tutoring is available at a variety of times throughout the week. Please see the instructor for tutoring availability each week.

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Academic Advising/Mentoring is provided to each student throughout the semester. Staff or Faculty Mentors can facilitate student access to learning resources and answer basic questions regarding EBI academic programs and policies.

The Library

The Library supports the academic programs of the College and offers technology to assist student research in databases and on the Internet. A Librarian is available to assist in research and navigating our resources. Use the Library catalog (http://ebi.scoolaid.net/bin/home) to search for a book in the library, access databases and e-books, and find reference tools. In-formation is also available about community resources, including scholarships, part-time employment, child care, and transportation.

Course Schedule

Lesson #	Topics
1	Orientation and **Career Services Visit** Introduction to Course *Keys to Success* • Understand what college expects of you • Define growth mindset • Understand the importance of working effectively with others • Understand how goals help you strive for success • Discuss how you can effectively manage your time
2	Introduction to Affirmations *Keys to Success* • Explain how you use your self-knowledge • Discuss and explain multiple pathways to learning • Discuss the importance of using your self-knowledge • Discuss ways to improve critical thinking skills, practical skills, and creative skills • Explain the importance of asking and answering questions • Explain how to conduct an effective job search • Discuss ways to prepare for career success

3	**Financial Aid Visit** Writing Affirmations - Explain and demonstrate how to write affirmations - Discuss ways to improve note taking skills - Explain the note-taking systems and discuss how to become a better listener *Keys to Success* - Explain techniques to remember what you learned - Discuss how mnemonic devices boost recall - Explain how memory works - Understand how to work through test anxiety - Discuss techniques to master different types of test questions - Explain what you can learn from test mistakes - Explain the importance of creating and using a budget - Understand needs and wants when discussing money - Discuss how you can make the most of financial aid.
4	**EBI Library Visit** *Keys to Success* - Understand how you can respond critically to what you read - Discuss ways to improve reading comprehension - Explain how you can become an information literate reader and researcher - Explain how to develop cultural competence - Discuss techniques to communicate effectively and how you make the most of personal relationships - Discuss strategies to manage stress - Discuss how to make effective decision about substances
5	*Education to Employment* More Than Meets the Eye - Define scotomas and how they can limit all parts of life Our Internal Radar - Define the Reticular Activating System - Understand determining what is of value to us allows us to begin to see the resources we need to move forward - Explain the importance of taking accountability How the Mind Works - Explain the four parts of decision-making process: perception, association, evaluation, and deciding - Understand attitudes - Understand the importance of examining and overcoming old habits

6	*Education to Employment*
	Beliefs Regulate Performance
	   • Explain regulating behavior at the belief level
	   • Discuss the importance of learning to meet true potential
	My Internal Conversation- 24/7/365
	   • Understand that beliefs are formed by self-talk
	   • Understand that others' opinions cannot be internalized without sanctioning

7	*Education to Employment*
	Comfort Zones
	   • Discuss how current comfort zones are created
	   • Understand that comfort zones have advantages and disadvantages
	The Next Time…
	   • Understand the importance of looking forward to determine the future
	   • Understand the process of self-correcting and focusing on the future
	   • Discuss the importance of coaching and managing forward rather than coaching backward
	
	Effective Human Relations
	   • Explain the nature, purpose, and importance of human relations
	   • Identify major developments in the workplace that have given new importance to human relations
	   • Identify several major themes that serve as the foundation for effective human relations

8	(MIDTERM)
	Education to Employment
	Out of Order—Into Order
	   • Understand three (of four) functions of the creative subconscious: maintaining sanity, solving or resolving conflict, and creating the energy to solve problems
	   • Define Gestalt psychology and how the mind is constantly working for order
	   • Understand necessity of throwing your system out of order to allow growth to occur
	   • Understand why the new picture must be dominant in order for change to take place
	
	Effective Human Relations
	   • Understand the concept of communication style and its effect on interpersonal relations
	   • Discuss the major elements of the communication style model
	   • Identify your preferred communication style

9	*Education to Employment* Imagination + Forethought = My Future • Understand the power of imagination and forethought to project yourself into a new future • Discuss the role of first-person, present tense, experiential imagery in affirmations Holding a Vision • Understand how thoughts cause dominant images and how we are drawn to them • Understand how to assess reality and set goals for desired vision *Effective Human Relations* • Define self-esteem and discuss its impact on your life • Discuss how self-esteem is developed • Identify ways to increase your self-esteem
10	*Education to Employment* Tools for Change: It's All About Replacement Pictures • Understand affirmations: goals put into a format that creates replacement pictures in the mind • Define the eleven guidelines for writing effective affirmations • Demonstrate effectively writing affirmations to create magnetic draw to the desired future Visualizing the New • Discuss the process of visualizing affirmations • Understand ways self-talk cycle reinforces the belief system *Effective Human Relations* • Understand how personal values are formed • Understand conflicts and how to resolve them • Learn how to make the right ethical decisions based on your personal value system • Understand the importance of corporate values and ethical choices
11	*Education to Employment* Have To vs. Want To! • Understand how to overcome obstacles in my life • Understand motivation as positive method I'm in Charge and I'm Up For It! • Understand the importance of taking charge of estimation of worth and not relying on opinion of others • Understand the importance of taking credit for successes and giving credit when due

	Effective Human Relations • Understand the impact of attitudes on the success of individuals as well as organizations • Discuss and explain the ways people acquire attitudes • Describe attitudes that employers value • Learn how to help others change their attitudes
12	*Education to Employment* Goal-Setting Through • Explain the importance of re-setting goals to accomplish them Successful and Significant • Understand the importance of keeping the vision current and establishing new goals *Effective Human Relations* • Define motivation • Describe influential theories of motivation • Explain and describe contemporary motivation strategies • Describe selected self-motivation strategies
13	*Effective Human Relations* • Explain how positive energy contributes to improved interpersonal relationships • Describe the fundamental of positive psychology • Describe workplace cultures that generate positive energy • Explain the importance of professional presence • Understand the importance of a favorable first impression • Define image and describe the factors that form the image you project to others • Understand how your online presence can help or hinder your personal brand **Employer Visit**
14	*Effective Human Relations* • Explain and describe some of the major causes of conflict in the workplace • Understand when and how to implement effective negotiation skills • Identify key elements of the conflict resolution process • Discuss the role of labor unions in conflict resolution • Understand the stress factors in our life • Explain the major personal and work-related causes of stress • Learn how to identify and implement effective stress-management strategies • Learn how to use positive psychology to combat stress
15	**Comprehensive Final Examination**

Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.

Revised February 2016 mzt

MIDTERM

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 7 out of 8 meetings.	The student arrives on time for the course, and stays for the duration of the class for 5 to 6 meetings.	The student arrives on time for the course, and stays for the duration of the class for 3 to 4 meetings	The student arrives late for the course, and/or stays for the duration of 2 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points   _____/100 points

Student's Signature: _____   Date: _____

10

FINAL

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points   _____/100 points

Student's Signature: _____   Date: _____

Elmira Business Institute
Student Syllabus: Career Placement Seminar (COM150)

Prerequisites: None   **Course Credits: 1**

Course Description

This course focuses on training and preparing the student for the workforce upon graduation. Students will be exposed to resources and taught tools that will aid them in finding, obtaining, and retaining employment. Resources, such as the class textbook, newspapers, magazines, articles, the Internet, and the community, including teachers and employers, will be used where appropriate in this professional development course.

Student Learning Outcomes

Upon completion of this course, students will be able to:
- Create a professional and polished internet-based electronic portfolio/website
- Produce, critique, and understand the use of a Cover Letter, Resume, Reference Sheet, and Thank You Letter following an interview
- Improve interview skills via mock interviews

Career Portfolio for Workplace Skills Program

Your Career Portfolio for Workplace Skills material demonstrates your competency and skills in your chosen career field. The completed portfolio will allow you to present examples of abilities and relevant skills to prospective employers as evidence of career readiness.

Individual Career Portfolio course projects must be saved to be added to your on-line portfolio that will be created in Career Placement Seminar. It is your responsibility to keep these projects safe and secure.

Career Portfolio for Workplace Skills Project for COM150

You will submit your finished Resume, Cover Letter, Reference Sheet, and Thank you Letter.

In this course, you will create your digital portfolio, including your polished resume and Career Portfolio for Workplace Skills projects for all classes.

Required Course Texts & Course Materials

Google Sites, Google, 2015. Web. 12 Oct. 2015. <https://sites.google.com>
LinkedIn, LinkedIn, 2015. Web. 12 Oct. 2015. <https://www.linkedin.com>

Supplemental educational learning materials may include and are not limited to

Cardon, Peter W. *Business Communication: Developing Leaders for a Networked World*. 2nd
       ed. New York: Mc-Graw-Hill, 2016. Print. (ISBN: 9780073403281)
Elmira Star Gazette 2015. Print.
"Occupational Outlook Handbook." U.S. Bureau of Labor Statistics. Web. 1 Oct. 2015.
       <http://www.bls.gov/ooh/>.
Press and Sun Bulletin [Binghamton] 2015. Print.
Employment job lead sites (including but not limited to *Careerbuilder, Indeed, Monster*)

Assessment

Assignments and projects will be evaluated on a standard grading rubric. Written examinations will be graded according to content (multiple choice, fill-in-the blank, short answer, and/or essay). The instructor will endeavor to return student work product by the next official class period whenever possible.

Student Homework Policy Statement

Elmira Business Institute (EBI) syllabi contain assignments in alignment with the federal government's definition of appropriate, assigned homework for each credit hour. For each one-credit hour of classroom or direct faculty instruction, two hours of out-of-class student work will be assigned. (For example: A three-credit course will include an average of six (6) hours of homework each week.). For classes with laboratory or clinical work, a three-credit, four-hour class will include an average of six (6) hours of homework each week. For externships, each credit hour will include an average of three (3) hours of homework per week. Assignments are directly relevant to course objectives and learning outcomes and are included at the end of the syllabi. Each assignment will be graded and recorded by the instructor.

Evaluation

Assessment Type	% of Grade
Attendance/Professionalism	15%
Mock Interviews	15%
Assignments / Homework	20%
Online Portfolio / Website	50%
Total	*100%*

Grading Scheme:

Numerical Average	Letter Grade	Quality Points
95-100	A	4.0
90-94	A-	3.7
86-89	B+	3.3
83-85	B	3.0
80-82	B-	2.7
76-79	C+	2.3
73-75	C	2.0
70-72	C-	1.7
68-69	D+	1.3
66-67	D	1.0
65	D-	0.7
0-64	F	0.0
Withdraw/Failing	W/F	0.0
Withdraw	W	----
Incomplete	I	----
Test Out	TO	----
Transfer of Credit	T	----

Course Policies
Behavioral Standards
Students are expected to abide by all public laws; to comply with the regulations and policies of the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. Respect for others in terms of language, demeanor, and attention to others while they are speaking is expected.

The College reserves the right to dismiss or suspend students for conduct which impedes, disrupts, or interferes with the orderly and continuous administration and operation of the College or any unit of the College. Attending EBI is not a right; it is a privilege.

As a part of its mission to prepare students for careers in the business and healthcare world, EBI requires students to dress in a manner that will create a positive self-image. Inappropriately dressed students may not be permitted to attend classes. Students in College externships are required to follow the participating organization's dress code.

No cell phone use or Internet access is allowed in the classroom unless permission is granted by the instructor and usage is course appropriate.

No eating or drinking in EBI's classroom laboratories (medical, business or technology), Library and Academic Achievement Center.

Attendance Policy
Attendance is mandatory and will be used when calculating participation/attendance. Class will begin promptly. Students who are late or absent are responsible to obtain lecture notes, assignments, and announcements after class, so as not to interfere with class time, or the work of fellow students. Along with the portfolio, one of the first questions a potential employer will ask the Career Services representative about is student attendance. Your attendance in the classroom directly represents your quality of potential work.

Students who do not attend classes after missing 14 consecutive calendar days or who fail to attend classes on a regular basis will be administratively dropped by the college. Since attendance is also used to verify enrollment for financial aid purposes, it is important that students attend classes on a regular basis to avoid loss of financial aid eligibility (student loans) and federal and state grants.

Make-Up Policy
When a student is absent, that student is responsible for making up missed class work. Make-up tests or quizzes *may* be offered at the *instructor's discretion* via ONE-STOP at the Library, and it is the student's responsibility to arrange a time at the librarian's convenience. One-Stop tests and quizzes must be taken within one week of the date of absence; failure to make up work, quizzes, or exams in a timely manner may result in a 0 grade. There is no charge for make-up work.

Students will not be allowed to make up the Midterm or Final Examination for the course. Midterm or Final Examinations may only be made up with approval from the Campus Director/Dean and appropriate documentation.

Academic Integrity/Plagiarism Rules
Elmira Business Institute is committed to supporting its mission to provide an educational experience designed to develop professional competencies including developing habits of personal and professional integrity. The College expects all members of its community—students, faculty, and staff—to act honestly in all situations. Actions of Academic Dishonesty will not be tolerated. Academic Dishonesty "is any form of cheating and plagiarism which results in students giving or receiving unauthorized assistance in an academic assignment or receiving credit for work which is not their own." All students are expected to agree to a pledge of honesty concerning their academic work, and faculty is expected to maintain the standards of that code. If you think it may be cheating, it probably is.

Please keep in mind that plagiarism includes:
- Copying another person's work and claiming credit for it
- Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source whether or not it is a direct quotation
- Incorrectly citing a source
- Failing to use quotation marks for a direct quote
- Improperly paraphrasing—both the words and the structure of your writing must differ from your source

Students will be given a complete policy the first day of class to review and sign.
For questions about plagiarism or assistance at any part of the writing process, please visit the Academic Achievement Center or Library.

Academic Support
Tutoring
Tutoring is available at a variety of times throughout the week. Please see the instructor for tutoring availability each week

Achievement Center
The Academic Achievement Center (AAC) hours are posted outside the door. The AAC Lab is the first stop for help for assignments, study skills, or writing for any course.

Academic Advising/Mentoring
Academic Advising/Mentoring is provided to each student throughout the semester. Staff or Faculty Mentors can facilitate student access to learning resources and answer basic questions regarding EBI academic programs and policies.

The Library
The Library supports the academic programs of the College and offers technology to assist student research in databases and on the Internet. A Librarian is available to assist in research and navigating our resources. Use the Library catalog (http://ebi.scoolaid.net/bin/home) to search for a book in the library, access databases and e-books, and find reference tools. Information is also available about community resources, including scholarships, part-time employment, child care, and transportation.

Course Schedule

Lesson #	Topic
1	***Introduction to ePortfolios*** • Define the purpose of the portfolio • Define terminology used in ePortfolios • Know how to access ePortfolio • Select an ePortfolio template
2	***Discuss Purpose of ePortfolio*** • Know what are you trying to show • Understand what goals are demonstrated on the portfolio • Design the initial layout of the ePortfolio
3	• Discuss the different types of artifacts that should be in an ePortfolio • Begin collecting artifacts to include in ePortfolio. • Discuss the different types of gadgets that can be used in an ePortfolio.
4	***Create the First Page of the ePortfolio***. • Create the introduction and table of contents • Continue to collect artifacts
5	• Create one page for each section of table of contents. • Continue to collect artifacts
6	***LinkedIn profile: Access or Setup*** • Demonstrate ePortfolio use on LinkedIn • Continue to collect artifacts • Proofread, edit, and receive feedback on the introduction and table of contents created to date
7	• Begin to input content into created pages • Begin to convert artifacts into PDF or JPEG formats • Continue to build LinkedIn profile • Proofread, edit, and receive feedback on information inputted into LinkedIn Profile • Discuss networking both online and in person
8	• Continue to convert artifacts into PDF or JPEG formats • Begin to insert artifacts into appropriate sections in the ePortfolio • Discuss different types of online job-search engines • Proofread, edit, and receive feedback on artifacts and information
9	• Continue to develop created pages in each section of the ePortfolio • Proofread, edit, and receive feedback on information inputted into the ePortfolio. • Discuss the importance of online validity and effects of social media
10	• Continue to develop created pages in each section of the ePortfolio • Proofread, edit, and receive feedback on information inputted into the ePortfolio • Continue discussion about using social media responsibly
11	• Demonstrate how to insert an ePortfolio link into online job applications • Demonstrate how to create a hyperlink into the online resumé • Continue to develop created pages in each section of the ePortfolio
12	***Reflection: Does the ePortfolio still represent goals? Fulfill initial purpose?*** • Create hyperlinks into online resumés and insert links into LinkedIn profile

13	• Complete a pre-final proofing, editing, and feedback on the ePortfolios and LinkedIn profiles • Complete final touches on created sections on the ePortfolio and LinkedIn profile
14	• Complete final proofreading, editing, and feedback on information inputted into LinkedIn profile and ePortfolio
15	• Perform Presentations of ePortfolios • Publish ePortfolios

Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.
Revised February 2016 mzt

MIDTERM

Professionalism   Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 7 out of 8 meetings.	The student arrives on time for the course, and stays for the duration of the class for 5 to 6 meetings.	The student arrives on time for the course, and stays for the duration of the class for 3 to 4 meetings	The student arrives late for the course, and/or stays for the duration of 2 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points   _____/100 points

Student's Signature: _____   Date: _____

FINAL

Professionalism Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points   _____/100 points

Student's Signature: _____   Date: _____

Cover Letter Rubric

Standard	Beginning 10	Adequate 15	Outstanding 20	Score
Content	☐ Does not include specific work and education experience that relate to the job. Does not elaborate on skills or explain how they can contribute to the company. Does not ask for an interview.	☐ Includes relevant work and education experience and elaborates on skills, but does not always explain how they can contribute to the company's success. Does ask for an interview.	☐ Specifically shows how skills and work and education experience can contribute to the company's success. Uses examples to support analysis. Asks for an interview and provides necessary contact information.	
Organization	☐ Does not include all the necessary elements. No logical flow between paragraphs.	☐ Includes all the necessary elements. Paragraphs could use better structure and transitions.	☐ Includes all necessary elements, and all elements flow logically from one to the other.	
Writing Style	☐ Writing is vague and verbose. Language is sometimes unclear or inappropriate for audience.	☐ Writing is short and direct. Uses some action statements and active verbs.	☐ Writing is direct and specific. Action statements and active verbs are used throughout. Style and tone are professional.	
Format	☐ Does not follow appropriate business letter format.	☐ Follows appropriate business letter format but leaves out a few details, such as enclosures.	☐ Follows appropriate business letter format exactly.	
Grammar and Usage	☐ Letter contains more than one grammatical error.	☐ Letter contains one grammatical error.	☐ Letter contains no errors in grammar and usage.	

TOTAL SCORE	
PERCENTAGE	
LETTER GRADE	

Resume Rubric

Standard	Beginning 10	Adequate 15	Outstanding 20	Score
Content	☐ The resume does not include all of the required elements.	☐ The resume includes all of the required elements, but actual content for each element is vague or incomplete.	☐ The resume includes all of the required elements, and each element is thorough and complete.	
Skills Statements	☐ Fewer than 3 skills statements are listed. Few keywords are used.	☐ Resume lists 3–5 skills and uses several keywords. Skills are not tailored to job and objective.	☐ Resume lists more than 5 skills and uses several keywords. Skills are tailored to job and objective.	
Writing Style	☐ Writing is vague and verbose. Language is sometimes unclear or inappropriate for audience.	☐ Writing is short and direct. Uses some action statements and active verbs.	☐ Writing is short, direct, and specific. Action statements and active verbs are used throughout.	
Format	☐ Resume is poorly organized and difficult to read. Lacks bullets, lines, bold, italic, font changes, or graphics.	☐ Resume is somewhat organized and easy to read. Uses some formatting strategies to make scanning easier.	☐ Resume is well organized and makes good use of bullets, lines, graphics, and font changes to catch the reader's eye and emphasize key points.	
Grammar and Usage	☐ Resume contains more than one grammatical error.	☐ Resume contains one grammatical error.	☐ Resume contains no errors in grammar and usage.	
			TOTAL SCORE	
			PERCENTAGE	
			LETTER GRADE	

The use of http://www.plagiarismchecker.com/ was used on this assignment: Yes_____No_____

Instructor's Name:
Student Name:

Category	4	3	2	1	0	Points Earned
Topic/subject	The topic/subject is clear, the topic was explicitly stated in clear, consist sentence structures.	The topic/subject is generally clear, though it may not explicitly be stated.	The topic/subject is vague with little detail explaining the main points.	The topic/subject is unclear and/or confusing to the reader	The topic/subject is entirely illegible: responses that are off-topic or incoherent statements.	
Organization of Content	Organization is a logical progression of ideas/events and is unified and complete.	There is a logical progression of ideas/events and is reasonably complete, although minor lapses may be present.	One or more major lapses in the logical progression of ideas/events are evident.	Ideas/events are presented in a random fashion.	Entirely illegible: blank responses, responses that are off-topic or incoherent	
Grammatical: Punctuation and Spelling	The assignment has less than two errors.	The assignment has between three and four errors.	The assignment has a reasonable control of grammatical conventions appropriate to the writing take: sentence formation, standard usage including agreement, tense, and case; and mechanics including use of capitalization, punctuation, and spelling.	The assignment has a minimal control of grammatical conventions appropriate to the writing take: sentence formation, standard usage including agreement, tense, and case; and mechanics including use of capitalization, punctuation, and spelling.	The assignment lacks total control of tense, case, capitalization, punctuation, and spelling	
Focus of the assignment	The assignment maintains focus on topic/subject throughout response.	The assignment may exhibit minor lapses in focus on topic/subject.	The assignment may lose or may exhibit major lapses in focus on topic/subject.	The assignment may fall to establish focus on topic/subject.	The assignment is entirely.	
Elaboration of the Topic/Subject	The elaboration consists of specific and developed detail responses.	The elaboration consists of some specific details.	The elaboration consists of general and/or undeveloped details, which may be presented in a jist-like fashion.	The elaboration is sparse; almost no details.	The assignment is entirely.	

Content: Sentence Style- Fluency	The assignment demonstrates skillful sentences fluency (varies length, good flow rhythm, and varied structure).	The assignment demonstrates reasonable sentence fluency.	The assignment demonstrated minimal sentence fluency.	The sentence fluency is lacking.	The assignment is entirely illegible.	
Total Points						_____ /24

The use of http://www.plagiarismchecker.com/ was used on this assignment: Yes_____No_____

Elmira Business Institute
Student Syllabus: Principles of Microeconomics (ECO201)

Prerequisites: None   **Course Credits: 3**

Course Description

The course will introduce students to the economic analysis of choices made by individuals, businesses, and industries in the market economy. Topics include price mechanism, supply and demand, optimizing economic behavior, firm profit maximization, analysis of cost and revenue, types of market structures, resource markets, types of market failure, and government intervention. Upon completion of the course, students will be able to identify and evaluate consumer and business alternatives in order to efficiently achieve economic objectives.

Student Learning Outcomes

Upon completion of this course, students will be able to:
- Demonstrate awareness of how economic thinking can lead to better decision making
- Explain how choices are influenced by changes in incentives
- Understand and analyze how the market economy can produce both desirable and undesirable market outcome
- Analyze how a competitive market works
- Describe the importance of the pricing system
- Define and analyze Consumer and Producer Theory
- Understand and analyze the workings of the labor market
- Understand and analyze how changes in policy affect the market system

Career Portfolio for Workplace Skills Program

Your Career Portfolio for Workplace Skills material demonstrates your competency and skills in your chosen career field. The completed portfolio will allow you to present examples of abilities and relevant skills to prospective employers as evidence of career readiness.

Individual Career Portfolio course projects must be saved to be added to your on-line portfolio that will be created in Career Placement Seminar. It is your responsibility to keep these projects safe and secure.

Career Portfolio for Workplace Skills Project for ECO201

The project may consist of a presentation and/or research paper. At least five academic sources must be used to research a topic in Antitrust. MLA format will be used. This may be a group project and/or research paper; a works cited page is required.

Required Course Texts & Course Materials

Boyes, William J. and Michael Melvin. *Microeconomics*. 10th ed. Boston: Cengage Learning. Print. 2016. (ISBN: 9781285859484)

Supplemental educational learning materials may include and are not limited to
Barnow, Burt S, and Richard Hobbie. *The American Recovery and Reinvestment Act: The Role of Workforce Programs*. Kalamazoo, Michigan: W.E. Upjohn Institute for Employment Research, 2013. Internet resource. (ISBN: 9780880994712)
Bloomberg Business Week.
Bonello, Frank J., and Isabel Lobo. *Taking Sides: Clashing Views on Economic Issues.* New York: McGraw Hill, 2010. Print. McGraw Hill Contemporary Learning Series. (ISBN: 9780073527307)
Chang, Ha-Joon. *Economics: The User's Guide*, 2014. Print. (ISBN: 97816220408124)
Gwartney, James D., Richard L. Stroup, Dwight R. Lee, and Tawni Hunt Ferrarini. *Common Sense Economics: What Everyone Should Know About Wealth and Prosperity.* New York: St. Martin's, 2010. Print. (ISBN: 9780312644895)
Sowell, Thomas. *Economic Facts and Fallacies*. New York: Basic Books, 2008. Print. (ISBN: 9780465003495)
Stiglitz, Joseph E, Aaron S. Edlin, and Long J. B. De. *The Economists' Voice: Top Economists Take on Today's Problems*. New York: Columbia University Press, 2008. Print. (ISBN: 9780231143646)

Assessment

Essay assignments and research projects will be evaluated on a standard grading rubric. Written examinations will be graded according to content (multiple choice, fill-in-the blank, short answer, and/or essay).

The instructor will endeavor to return student work product by the next official class period whenever possible. Essay and/or research projects will be returned as soon as all class projects have been graded.

Student Homework Policy Statement

Elmira Business Institute (EBI) syllabi contain assignments in alignment with the federal government's definition of appropriate, assigned homework for each credit hour. For each one-credit hour of classroom or direct faculty instruction, two hours of out-of-class student work will be assigned. (For example: A three-credit course will include an average of six (6) hours of homework each week.). For classes with laboratory or clinical work, a three-credit, four-hour class will include an average of six (6) hours of homework each week. For externships, each credit hour will include an average of three (3) hours of homework per week. Assignments are directly relevant to course objectives and learning outcomes and are included at the end of the syllabi. Each assignment will be graded and recorded by the instructor.

Evaluation

Assessment Type	% of Grade
Attendance/Professionalism	15%
Quizzes	15%
Assignments/Supplemental Reading	20%
Career Portfolio Project	15%
Examinations	35%
Total	100%

Grading Scheme

Numerical Average	Letter Grade	Quality Points
95-100	A	4.0
90-94	A-	3.7
86-89	B+	3.3
83-85	B	3.0
80-82	B-	2.7
76-79	C+	2.3
73-75	C	2.0
70-72	C-	1.7
68-69	D+	1.3
66-67	D	1.0
65	D-	0.7
0-64	F	0.0
Withdraw/Failing	W/F	0.0
Withdraw	W	----
Incomplete	I	----
Test Out	TO	----
Transfer of Credit	T	----

Course Policies

Behavioral Standards

Students are expected to abide by all public laws; to comply with the regulations and policies of the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. Respect for others in terms of language, demeanor, and attention to others while they are speaking is expected.

The College reserves the right to dismiss or suspend students for conduct which impedes, disrupts, or interferes with the orderly and continuous administration and operation of the College or any unit of the College. Attending EBI is not a right; it is a privilege.

As a part of its mission to prepare students for careers in the business and healthcare world, EBI requires students to dress in a manner that will create a positive self-image. Inappropriately dressed students may not be permitted to attend classes. Students in College externships are required to follow the participating organization's dress code.

No cell phone use or Internet access is allowed in the classroom unless permission is granted by the instructor and usage is course appropriate.

No eating or drinking in EBI's classroom laboratories (medical, business or technology), Library and Academic Achievement Center.

Attendance Policy

Attendance is mandatory and will be used when calculating participation/attendance. Class will begin promptly. Students who are late or absent are responsible to obtain lecture notes, assign-

ments, and announcements after class, so as not to interfere with class time, or the work of fellow students. Along with the portfolio, one of the first questions a potential employer will ask the Career Services representative about is student attendance. Your attendance in the classroom directly represents your quality of potential work.

Students who do not attend classes after missing 14 consecutive calendar days or who fail to attend classes on a regular basis will be administratively dropped by the college. Since attendance is also used to verify enrollment for financial aid purposes, it is important that students attend classes on a regular basis to avoid loss of financial aid eligibility (student loans) and federal and state grants.

Make-Up Policy
When a student is absent, that student is responsible for making up missed class work. Make-up tests or quizzes *may* be offered at the *instructor's discretion* via ONE-STOP at the Library, and it is the student's responsibility to arrange a time at the librarian's convenience. One-Stop tests and quizzes must be taken within one week of the date of absence; failure to make up work, quizzes, or exams in a timely manner may result in a 0 grade. There is no charge for make-up work.

Students will not be allowed to make up the Midterm or Final Examination for the course. Midterm or Final Examinations may only be made up with approval from the Campus Director/Dean and appropriate documentation.

Academic Integrity/Plagiarism Rules
Elmira Business Institute is committed to supporting its mission to provide an educational experience designed to develop professional competencies including developing habits of personal and professional integrity. The College expects all members of its community—students, faculty, and staff—to act honestly in all situations. Actions of Academic Dishonesty will not be tolerated. Academic Dishonesty "is any form of cheating and plagiarism which results in students giving or receiving unauthorized assistance in an academic assignment or receiving credit for work which is not their own." All students are expected to agree to a pledge of honesty concerning their academic work, and faculty is expected to maintain the standards of that code. If you think it may be cheating, it probably is.

Please keep in mind that plagiarism includes:
- Copying another person's work and claiming credit for it
- Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source whether or not it is a direct quotation
- Incorrectly citing a source
- Failing to use quotation marks for a direct quote
- Improperly paraphrasing—both the words and the structure of your writing must differ from your source

Students will be given a complete policy the first day of class to review and sign.
For questions about plagiarism or assistance at any part of the writing process, please visit the Academic Achievement Center or Library.

Academic Support

Tutoring

Tutoring is available at a variety of times throughout the week. Please see the instructor for tutoring availability each week.

Academic Achievement Center

The Academic Achievement Center (AAC) hours are posted outside the door. The AAC Lab is the first stop for help for assignments, study skills, or writing for any course.

Academic Advising/Mentoring

Academic Advising/Mentoring is provided to each student throughout the semester. Staff or Faculty Mentors can facilitate student access to learning resources and answer basic questions regarding EBI academic programs and policies.

The Library

The Library supports the academic programs of the College and offers technology to assist student research in databases and on the Internet. A Librarian is available to assist in research and navigating our resources. Use the Library catalog (http://ebi.scoolaid.net/bin/home) to search for a book in the library, access databases and e-books, and find reference tools. In-formation is also available about community resources, including scholarships, part-time employment, child care, and transportation.

Course Schedule

Lesson #	*Topic(s)*
1	*The Wealth of Nations: Ownership and Economic Freedom* • Understand the premise of ownership • Understand economic freedom
2	*Scarcity and Opportunity Costs* • Discuss scarcity, opportunity costs, and voluntary trade • Understand output and resources • Understand voluntary trade and exchange • Discuss allocation systems
3	*The Market and Price System* • Understand the market system of economics, markets and money • Define demand and supply • Evaluate equilibrium: putting demand and supply together
4	*The Aggregate Economy* • Discuss the private sector • Discuss interaction among sectors and economies

5	*Elasticity: Demand and Supply* • Explain the price elasticity of demand and other demand elasticities • Explain the price elasticity of supply
6	*Demand: Consumer Choice* • Explain the basis of economic decisions: utility and choice • Define the demand curve • Discuss behavioral economics and neuroeconomics
7	*Supply: The Costs of Doing Business* • Understand the cost of resources in supply from production to costs • Discuss the operating period and the planning period *Profit Maximization* • Understand profit maximization • Determine selling environments or market structure • Measure economic profit
8	**Midterm Examination** *Perfect Competition* • Discuss the perfectly competitive dirm in the short and long run
9	*Monopoly* • Understand the market structure of monopoly and the creation of monopolies • Determine profit maximization • Understand market power and price discrimination • compare perfect competition and monopolies
10	*Monopolistic Competition and Oligopoly* • Understand the difference between monopolistic competition, an oligopoly, and interdependence • Summarize market structures
11	*Antitrust and Regulation* • Understand the purpose of antitrust regulation
12	*Resource Markets* • Determine the characteristics of the buyers and sellers of resources • Discuss the demand for and supply of resources • Understand how to "look ahead"
13	*The Labor Market* • Evaluate the supply of labor, wage differentials • Understand the effect of immigration on the labor market • Discuss discrimination

14	*Capital Market* • Understand the components of the capital market • Discus equity • Understand the function of the stock market, bonds, asset prices, and bubbles *The Land Market and Natural Resources* • Understand the value of land, nonrenewable resources, and renewable resources as each pertains to the economy
15	**Comprehensive Final Examination**

Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.

Revised February 2016 mzt

General Information about Composing a Case Analysis

In general, a case study analysis should be organized to deal with the following items:
1. Concise, chronological restatement of the history, background, and important facts of the situation.
2. Identification of major problem(s) and issues – clearly state what the problem(s) and issues are as you interpret the case.
3. Analysis of the problem(s) – list the factors contributing to the problem(s) you have identified; that is, identify why the problem exists.
4. Possible outcomes/solution(s) – State your recommendations for dealing with the problem(s) and issues you have identified.

Adapted from http://pages.towson.edu/aclardy/ORG%20BEH%20SYL.htm

Alternate Rubric for Evaluating Case Analysis
Case Analysis Evaluation   100 Points

	Above average	Average	Below average	Points
Proper Case Analysis Format (10 points)	Follows format successfully	Follows format most of the time	Does not follow format consistently	
Content – Analysis (35 points)	Gives own analysis beyond any study questions offered	Gives some analysis	Little to no analysis- only repeats case material	
Content – Support (30 points)	Offers concrete examples and relevant support	Needs more concrete examples and/or relevant support	Selects irrelevant or ineffective examples	
Organization- Effective, Persuasive (15 points)	Connects sentences and paragraphs logically to convey ideas clearly	Connects sentences/paragraphs logically on an inconsistent basis, but main ideas are discernible	Does not connect sentences/paragraphs logically – ideas are unclear	
Writing- Effective Style/Grammar/Mechanics (10 points)	Avoids irrelevant wordiness, jargon, clichés, and uses proper grammar, spelling, and punctuation. Uses professional tone.	Uses irrelevant wordiness, jargon, clichés. Need for more professional tone. Has several grammar, spelling, or punctuation errors.	Uses extensive wordy, redundant, and vague language. Overuses jargon and clichés. Makes numerous grammar, spelling, or punctuation errors.	

Adapted from www.cpcc.edu/learningcollege/learning-outcomes/rubrics/rubric_for_case_studies.doc

The use of http://www.plagiarismchecker.com/ was used on this assignment: Yes____No____

MIDTERM

Professionalism **EBI 155th ANNIVERSARY** Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 7 out of 8 meetings.	The student arrives on time for the course, and stays for the duration of the class for 5 to 6 meetings.	The student arrives on time for the course, and stays for the duration of the class for 3 to 4 meetings	The student arrives late for the course, and/or stays for the duration of 2 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points   _____/100 points

Student's Signature: _____   Date: _____

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FINAL

Professionalism Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points _____/100 points

Student's Signature: _____ Date: _____

Elmira Business Institute
Student Syllabus: Principles of Macroeconomics (ECO202)

Prerequisites: None   **Course Credits: 3**

Course Description

The course will introduce students to the basic workings of macroeconomic theory, including an introduction to economic analysis of aggregate employment, income and prices. Topics include major schools of economic thought, including the introduction to opportunity cost, marginal analysis, aggregate demand and supply, economic measures, fluctuations, economic growth, fiscal and monetary policy. Upon completion, the students will be able to evaluate national economic components, conditions, and alternatives for achieving stable economic growth.

Student Learning Outcomes

Upon completion of this course, students will be able to:
- Demonstrate awareness of how economic thinking can lead to better decision making
- Explain how choices are influenced by changes in incentives
- Explain how Gross Domestic Product (GDP) is measured
- Discuss the role of fiscal and monetary policy in the performance of an economy
- Understand and analyze what policy makers can do to promote economic stability
- Analyze the importance of trade as a source of economic progress
- Describe how international trade influences employment, output, and living standards

Career Portfolio for Workplace Skills Program

Your Career Portfolio for Workplace Skills material demonstrates your competency and skills in your chosen career field. The completed portfolio will allow you to present examples of abilities and relevant skills to prospective employers as evidence of career readiness.

Individual Career Portfolio course projects must be saved to be added to your on-line portfolio that will be created in Career Placement Seminar. It is your responsibility to keep these projects safe and secure.

Career Portfolio for Workplace Skills Project for ECO202

One of the most important questions that economists answer is about "Economic Growth." How do we get economies to grow is the question that the U.S. government has been trying to answer the last few years.

The project may consist of a presentation and/or research paper. At least five academic sources must be used to research a specific country, e.g., Hong Kong, China, Mexico, etc. MLA format will be used. This may be a group project and/or research paper; a works cited page is required.
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Questions to answer within the report and/or presentation:
1) Give a brief overview of the country, using the CIA factsheet
    a) Population
    b) GDP per capita
    c) Unemployment rate
    d) Literacy Rate
    e) Infant mortality rate
2) Briefly describe the current economic conditions of the country
3) Give suggestions on what government policies or lack of government policies the country should enact to increase the growth

Required Course Texts & Course Materials

Boyes, William J., Michael Melvin. *Macroeconomics.* 10th ed. Boston: Cengage Learning. Print. 2016. (ISBN: 9781285859477)

Supplemental educational learning materials may include and are not limited to

Barnow, Burt S, and Richard Hobbie. *The American Recovery and Reinvestment Act: The Role of Workforce Programs*. Kalamazoo, Michigan: W. E. Upjohn Institute for Employment Research, 2013. Internet resource. (ISBN: 9780880994712)

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Stiglitz, Joseph E, Aaron S. Edlin, and Long J. B. De. *The Economists' Voice: Top Economists Take on Today's Problems*. New York: Columbia University Press, 2008. Print. (ISBN: 9780231143646)

Assessment

Essay assignments and research projects will be evaluated on a standard grading rubric. Written examinations will be graded according to content (multiple choice, fill-in-the blank, short answer, and/or essay).

The instructor will endeavor to return student work product by the next official class period whenever possible. Essay and/or research projects will be returned as soon as all class projects have been graded.

Student Homework Policy Statement

Elmira Business Institute (EBI) syllabi contain assignments in alignment with the federal government's definition of appropriate assigned homework for each credit hour. For each one credit hour of classroom or direct faculty instruction, two hours of out-of-class student work will be assigned. (For example, a three credit course will include an average of 6 hours of homework

each week for 15 weeks). For classes with lab or clinical work, a three credit, four hour class will include an average of 6 hours of homework each week. For externships, each credit hour will include an average of 3 hours of homework per week. Assignments are directly relevant to course objectives and learning outcomes and are included at the end of the syllabi. Each assignment will be graded and recorded by the instructor.

Evaluation

Assessment Type	% of Grade
Attendance/Professionalism	15%
Quizzes	15%
Homework	20%
Career Portfolio Project	15%
Examinations	35%
Total	100%

Grading Scheme

Numerical Average	Letter Grade	Quality Points
95-100	A	4.0
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86-89	B+	3.3
83-85	B	3.0
80-82	B-	2.7
76-79	C+	2.3
73-75	C	2.0
70-72	C-	1.7
68-69	D+	1.3
66-67	D	1.0
65	D-	0.7
0-64	F	0.0
Withdraw/Failing	W/F	0.0
Withdraw	W	----
Incomplete	I	----
Test Out	TO	----
Transfer of Credit	T	----

Course Policies

Behavioral Standards

Students are expected to abide by all public laws; to comply with the regulations and policies of the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. Respect for others in terms of language, demeanor, and attention to others while they are speaking is expected.

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not their own." All students are expected to agree to a pledge of honesty concerning their academic work, and faculty is expected to maintain the standards of that code. If you think it may be cheating, it probably is.

Please keep in mind that plagiarism includes:
- Copying another person's work and claiming credit for it
- Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source <u>whether or not it is a direct quotation</u>
- Incorrectly citing a source
- Failing to use quotation marks for a direct quote
- Improperly paraphrasing—both the <u>words</u> and the <u>structure</u> of your writing must differ from your source

Students will be given a complete policy the first day of class to review and sign.
For questions about plagiarism or assistance at any part of the writing process, please visit the Academic Achievement Center or Library.

Academic Support
Tutoring
Tutoring is available at a variety of times throughout the week. Please see the instructor for tutoring availability each week.

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The Library supports the academic programs of the College and offers technology to assist student research in databases and on the Internet. A Librarian is available to assist in research and navigating our resources. Use the Library catalog (http://ebi.scoolaid.net/bin/home) to search for a book in the library, access databases and e-books, and find reference tools. Information is also available about community resources, including scholarships, part-time employment, child care, and transportation.

Course Schedule

Lesson #	Topic(s)
1	*Scarcity and Opportunity Costs* • Define scarcity, opportunity costs, and voluntary trade and exchange • Understand output and resources • Discuss allocation systems
2	*National Income Accounting* • Measure output and income and nominal and real measures • Understand flows of income and expenditures
3	*Foreign Exchange Market and Balance of Payments* • Understand the foreign exchange market • Discuss the balance of payments *Unemployment & Inflaton* • Learn the parts of the business cycle • Determine unemployment statistics and types of inflation
4	*Macroeconomic Equilibrium: Aggregate Demand and Supply* • Understand the factors that influence aggregate demand, aggregate supply, and the business cycles • Understand the aggregate Demand Curve • Discuss aggregate demand and supply equilibrium
5	*Aggregate Expenditures* • Discuss saving/consumption, marginal propensity to consume, and marginal propensity to save *Income and Expenditures Equilibrium* • Define equilibrium income and expenditures • Explain changes in equilibrium income and expenditures • Define aggregate expenditures and aggregate demand
6	*Fiscal Policy* • Explain fiscal policy and aggregate demand and apply it to the United States • Explain fiscal policy in different countries
7	*Money and Banking* • Explain what Money is • Understand the purpose of banks and money supply
8	***Midterm Examination***
9	*Monetary Policy* • Understand the role of the Federal Reserve System • Discuss implementation of Monetary Policy • Monetary Policy and Equilibrium Income

10	*Macroeconomic Policy: Tradeoffs and the Business Cycle* • Define the Phillips Curve • Understand the Role of Expectations and discuss credibility and time inconsistency • Determine the sources of business cycles • Discuss the link between Monetary and Fiscal Policies
11	*Macroeconomic Viewpoints: New Keynesian, Monetarist, and New Classical* • Define Keynesian Economics • Define Monetarist Economics • Define New Classical Economics? • Compare and discuss the influence of each
12	*Economic Growth* • Define economic growth and the determinants of growth • Explain productivity
13	*Development Economics* • Discuss the developing world, obstacles to growth, and developmental strategies • Understand foreign investment and aid
14	*Globalization* • Understand the meaning of globalization and globalization controversy • Discuss economic growth and incomes • Discuss financial crises and globalization
15	**Comprehensive Final Examination**

Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.

Revised February 2016 mzt

General Information about Composing a Case Analysis

In general, a case study analysis should be organized to deal with the following items:
1. Concise, chronological restatement of the history, background, and important facts of the situation.
2. Identification of major problem(s) and issues – clearly state what the problem(s) and issues are as you interpret the case.
3. Analysis of the problem(s) – list the factors contributing to the problem(s) you have identified; that is, identify why the problem exists.
4. Possible outcomes/solution(s) – State your recommendations for dealing with the problem(s) and issues you have identified.

Adapted from http://pages.towson.edu/aclardy/ORG%20BEH%20SYL.htm

Alternate Rubric for Evaluating Case Analysis
Case Analysis Evaluation   100 Points

	Above average	Average	Below average	Points
Proper Case Analysis Format (10 points)	Follows format successfully	Follows format most of the time	Does not follow format consistently	
Content – Analysis (35 points)	Gives own analysis beyond any study questions offered	Gives some analysis	Little to no analysis- only repeats case material	
Content – Support (30 points)	Offers concrete examples and relevant support	Needs more concrete examples and/or relevant support	Selects irrelevant or ineffective examples	
Organization- Effective, Persuasive (15 points)	Connects sentences and paragraphs logically to convey ideas clearly	Connects sentences/paragraphs logically on an inconsistent basis, but main ideas are discernible	Does not connect sentences/paragraphs logically – ideas are unclear	
Writing- Effective Style/Grammar/Mechanics (10 points)	Avoids irrelevant wordiness, jargon, clichés, and uses proper grammar, spelling, and punctuation. Uses professional tone.	Uses irrelevant wordiness, jargon, clichés. Need for more professional tone. Has several grammar, spelling, or punctuation errors.	Uses extensive wordy, redundant, and vague language. Overuses jargon and clichés. Makes numerous grammar, spelling, or punctuation errors.	

Adapted from www.cpcc.edu/learningcollege/learning-outcomes/rubrics/rubric_for_case_studies.doc

The use of http://www.plagiarismchecker.com/ was used on this assignment: Yes____No____

MIDTERM

Professionalism **155th** Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 7 out of 8 meetings.	The student arrives on time for the course, and stays for the duration of the class for 5 to 6 meetings.	The student arrives on time for the course, and stays for the duration of the class for 3 to 4 meetings	The student arrives late for the course, and/or stays for the duration of 2 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points _____/100 points

Student's Signature: _____   Date: _____

FINAL

Professionalism   Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points   _____/100 points

Student's Signature: _____   Date: _____

Elmira Business Institute
Student Syllabus: Money and Banking (ECO230)

Prerequisites: Principles of Macroeconomics   **Course Credits: 3**

Course Description

This course provides a fundamental treatment of how money and banks function in the US and world economies. Topics include the roles of money in the US economy, the functions of the Federal Reserve Board, and the workings of monetary policy. Upon completion, students should be able to explain how the monetary economy functions, how banks are creators of money, and the impact of the Federal Reserve.

Student Learning Outcomes

Upon completion of this course, students will be able to:
• Describe the markets and institutions that comprise the United States financial system and the role of market regulation
• Analyze how interest rates affect the financial markets
• Explain the money supply process and how the Federal Reserve Bank influences that process
• Analyze how monetary policy tools are used to target interest rates in an economy

Career Portfolio for Workplace Skills Program

Your Career Portfolio for Workplace Skills material demonstrates your competency and skills in your chosen career field. The completed portfolio will allow you to present examples of abilities and relevant skills to prospective employers as evidence of career readiness.

Individual Career Portfolio course projects must be saved to be added to your on-line portfolio that will be created in Career Placement Seminar. It is your responsibility to keep these projects safe and secure.

Career Portfolio for Workplace Skills Project for ECO230

The project may consist of a presentation and/or research paper. At least five academic sources must be used to research a topic in the Role of Government in the Banking Industry. MLA format will be used. This may be a group project and/or research paper; a works cited page is required.

The Project will include:
1) A brief introduction of the Role of Government in Banking
2) One recent regulation in the Banking Industry. Define the regulation in detail.
3) Analyze the regulation
   a) Describe the effects that the regulation has on the banking industry
   b) Describe the effects that the regulation has on the consumer
4) Describe why, or why not, you agree with the Regulation

Required Course Texts & Course Materials

Croushore, Dean, *M & B*, 3rd ed. Mason: South-Western Cengage Learning, 2012. Print.
        (ISBN: 9781285167961)

Supplemental educational learning materials may include and are not limited to
Bloomberg Business Week.

Assessment

Essay assignments and research projects will be evaluated on a standard grading rubric. Written examinations will be graded according to content (multiple choice, fill-in-the blank, short answer, and/or essay).

The instructor will endeavor to return student work product by the next official class period whenever possible. Essay and/or research projects will be returned as soon as all class projects have been graded.

Student Homework Policy Statement

Elmira Business Institute (EBI) syllabi contain assignments in alignment with the federal government's definition of appropriate, assigned homework for each credit hour. For each one-credit hour of classroom or direct faculty instruction, two hours of out-of-class student work will be assigned. (For example: A three-credit course will include an average of six (6) hours of homework each week.). For classes with laboratory or clinical work, a three-credit, four-hour class will include an average of six (6) hours of homework each week. For externships, each credit hour will include an average of three (3) hours of homework per week. Assignments are directly relevant to course objectives and learning outcomes and are included at the end of the syllabi. Each assignment will be graded and recorded by the instructor.

Evaluation

Assessment Type	% of Grade
Attendance/Professionalism	15%
Case Studies	15%
Homework	20%
Career Portfolio Project	15%
Examinations	35%
Total	100%

Grading Scheme

Numerical Average	Letter Grade	Quality Points
95-100	A	4.0
90-94	A-	3.7
86-89	B+	3.3
83-85	B	3.0
80-82	B-	2.7
76-79	C+	2.3
73-75	C	2.0
70-72	C-	1.7
68-69	D+	1.3
66-67	D	1.0
65	D-	0.7
0-64	F	0.0

Numerical Average	Letter Grade	Quality Points
Withdraw/Failing	W/F	0.0
Withdraw	W	----
Incomplete	I	----
Test Out	TO	----
Transfer of Credit	T	----

Course Policies

Behavioral Standards

Students are expected to abide by all public laws; to comply with the regulations and policies of the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. Respect for others in terms of language, demeanor, and attention to others while they are speaking is expected.

The College reserves the right to dismiss or suspend students for conduct which impedes, disrupts, or interferes with the orderly and continuous administration and operation of the College or any unit of the College. Attending EBI is not a right; it is a privilege.

As a part of its mission to prepare students for careers in the business and healthcare world, EBI requires students to dress in a manner that will create a positive self-image. Inappropriately dressed students may not be permitted to attend classes. Students in College externships are required to follow the participating organization's dress code.

No cell phone use or Internet access is allowed in the classroom unless permission is granted by the instructor and usage is course appropriate.

No eating or drinking in EBI's classroom laboratories (medical, business or technology), Library and Academic Achievement Center.

Attendance Policy

Attendance is mandatory and will be used when calculating participation/attendance. Class will begin promptly. Students who are late or absent are responsible to obtain lecture notes, assignments, and announcements after class, so as not to interfere with class time, or the work of fellow students. Along with the portfolio, one of the first questions a potential employer will ask the Career Services representative about is student attendance. Your attendance in the classroom directly represents your quality of potential work.

Students who do not attend classes after missing 14 consecutive calendar days or who fail to attend classes on a regular basis will be administratively dropped by the college. Since attendance is also used to verify enrollment for financial aid purposes, it is important that students attend classes on a regular basis to avoid loss of financial aid eligibility (student loans) and federal and state grants.

Make-Up Policy

When a student is absent, that student is responsible for making up missed class work. Make-up tests or quizzes *may* be offered at the *instructor's discretion* via ONE-STOP at the Library, and it is the student's responsibility to arrange a time at the librarian's convenience. One-Stop tests and quizzes must be taken within one week of the date of absence; failure to make up work, quizzes, or exams in a timely manner may result in a 0 grade. There is no charge for make-up work.

Students will not be allowed to make up the Midterm or Final Examination for the course. Midterm or Final Examinations may only be made up with approval from the Campus Director/Dean and appropriate documentation.

Academic Integrity/Plagiarism Rules

Elmira Business Institute is committed to supporting its mission to provide an educational experience designed to develop professional competencies including developing habits of personal and professional integrity. The College expects all members of its community—students, faculty, and staff—to act honestly in all situations. Actions of Academic Dishonesty will not be tolerated. Academic Dishonesty "is any form of cheating and plagiarism which results in students giving or receiving unauthorized assistance in an academic assignment or receiving credit for work which is not their own." All students are expected to agree to a pledge of honesty concerning their academic work, and faculty is expected to maintain the standards of that code. If you think it may be cheating, it probably is.

Please keep in mind that plagiarism includes:

- Copying another person's work and claiming credit for it
- Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source <u>whether or not it is a direct quotation</u>
- Incorrectly citing a source
- Failing to use quotation marks for a direct quote
- Improperly paraphrasing—both the <u>words</u> and the <u>structure</u> of your writing must differ from your source

Students will be given a complete policy the first day of class to review and sign.
For questions about plagiarism or assistance at any part of the writing process, please visit the Academic Achievement Center or Library.

Academic Support

Tutoring

Tutoring is available at a variety of times throughout the week. Please see the instructor for tutoring availability each week.

Academic Achievement Center

The Academic Achievement Center (AAC) hours are posted outside the door. The AAC Lab is the first stop for help for assignments, study skills, or writing for any course.

Academic Advising/Mentoring

Academic Advising/Mentoring is provided to each student throughout the semester. Staff or Faculty Mentors can facilitate student access to learning resources and answer basic questions regarding EBI academic programs and policies.

The Library

The Library supports the academic programs of the College and offers technology to assist student research in databases and on the Internet. A Librarian is available to assist in research and navigating our resources. Use the Library catalog (http://ebi.scoolaid.net/bin/home) to search for a book in the library, access databases and e-books, and find reference tools. In-formation is also available about community resources, including scholarships, part-time employment, child care, and transportation.

Course Schedule

Lesson#	Topic(s)
1	*Introduction to Money and Banking* • Understand the value of money and banking for everyday life • Analyze why government policy is so crucial for money and banking
2	*The Financial System and the Economy* • Understand Financial Securities and the importance of matching borrowers with lenders • Understand financial markets • Understand the financial system
3	*Money and Payments* • Understand how we use money • Analyze the payments system • Understand counting money
4	*Present Value* • Understand the Present Value of one future payment • Understand the general form of the Present-Value Formula • Understand how to use Present Value to make decisions • Use the Present-Value Formula to calculate payments • Analyze looking forward or looking backward at returns
5	*The Structure of Interest Rates* • What explains differences in interest rates? • Define and understand the term structure of interest rates • Understand the term premium • Understand and analyze the yield curve and the business cycle
6	*Chapter 6: Real Interest Rates* • Define and understand interest rates? • Define and understand real present value • Understand the affects real interest rates?

7	*Stocks and Other Assets* • Define and understand the stock market • Understand how an investor can profit in the stock market? *How Banks Work* • Define and understand the role of banks • Understand how banks earn profits?
8	**Midterm Examination**
9	*Government's Role in Banking* • Define, understand, and analyze the regulation of banks • Define supervision of banks
10	*Economic Growth and Business Cycle* • Understand how to measure economic growth • Define, understand, and analyze the business cycle *Economic Interdependence* • Define and understand the international business cycle • Define and understand exchange rates
11	*The Federal Reserve System* • Define the Federal Reserve System • Understand the role of the Board of Governors • Understand the role of the Federal Open Market Committee
12	*Monetary Control* • Understand money creation and destruction by the Fed and by Banks • Understand and analyze the realistic money multipliers • Understand and analyze the Fed's tolls for changing the money supply • Understand the market for bank reserves
13	*Monetary Policy-Goals and Tradeoffs* • Define and understand stabilization policy • Understand and analyze the goals of monetary policy • Understand the Fed's Objective Function
14	*Rules for Monetary Policy* • Define rules versus discretion • Understand the money-growth rules • Understand the Taylor Rule • Understand inflation targeting
15	**Comprehensive Final Examination**

Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.

Revised February 2016

General Information about Composing a Case Analysis

In general, a case study analysis should be organized to deal with the following items:

1. Concise, chronological restatement of the history, background, and important facts of the situation.
2. Identification of major problem(s) and issues – clearly state what the problem(s) and issues are as you interpret the case.
3. Analysis of the problem(s) – list the factors contributing to the problem(s) you have identified; that is, identify why the problem exists.
4. Possible outcomes/solution(s) – State your recommendations for dealing with the problem(s) and issues you have identified.

Adapted from http://pages.towson.edu/aclardy/ORG%20BEH%20SYL.htm

Alternate Rubric for Evaluating Case Analysis
Case Analysis Evaluation   100 Points

	Above average	Average	Below average	Points
Proper Case Analysis Format (10 points)	Follows format successfully	Follows format most of the time	Does not follow format consistently	
Content – Analysis (35 points)	Gives own analysis beyond any study questions offered	Gives some analysis	Little to no analysis- only repeats case material	
Content – Support (30 points)	Offers concrete examples and relevant support	Needs more concrete examples and/or relevant support	Selects irrelevant or ineffective examples	
Organization- Effective, Persuasive (15 points)	Connects sentences and paragraphs logically to convey ideas clearly	Connects sentences/paragraphs logically on an inconsistent basis, but main ideas are discernible	Does not connect sentences/paragraphs logically – ideas are unclear	
Writing- Effective Style/Grammar/Mechanics (10 points)	Avoids irrelevant wordiness, jargon, clichés, and uses proper grammar, spelling, and punctuation. Uses professional tone.	Uses irrelevant wordiness, jargon, clichés. Need for more professional tone. Has several grammar, spelling, or punctuation errors.	Uses extensive wordy, redundant, and vague language. Overuses jargon and clichés. Makes numerous grammar, spelling, or punctuation errors.	

Adapted from www.cpcc.edu/learningcollege/learning-outcomes/rubrics/rubric_for_case_studies.doc

The use of http://www.plagiarismchecker.com/ was used on this assignment: Yes____No____

MIDTERM

Professionalism   Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points _____/100 points

FINAL

Money and Banking (ECO 230)

Student's Signature: _____   Date: _____

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points   _____/100 points

9

Name:_____

Presentation Rubric

	Grade	25	20	15	5
Presented Information		Information is very organized with clear main points	Information is organized with some main points.	Information is organized, but no main purpose.	The information appears to be disorganized.
Research		Information clearly relates to the main topic and from a reputable source and all accurately cited.	Information clearly relates to the main topic and from reputable sources, and one or two sources are not accurately cited.	Information is clearly related, but citation is poor.	Information has little or nothing to do with the main topic.
Group		The student participated in the group. The other students felt that the student had much to contribute to the presentation.	The student participated was good, but they could have been more involved in the presentation.	The student's participate was lacking. The student did not participate as a team.	The student had no involvement in the presentation. The student let the other team members do the work on the presentation.
Visual		No grammatical, spelling or punctuation errors. Is presented in a professional manner	Almost no grammatical, spelling or punctuation errors. Is presented in a professional manner	A few grammatical spelling or punctuation errors. Is presented in a somewhat professional manner.	Many grammatical, spelling, or punctuation errors. Is unprofessional.

Total points (out of 100):_____

10

Elmira Business Institute
Student Syllabus: Externship (EXT110)

Prerequisites: **Course Credits: 6**
**Upon recommendation of Program Director

Course Description

This course is designed to expose the student to real-world experience in a professional environ-ment with a local employer. The student will utilize and enhance the knowledge gained in a classroom through work experience. Attention will be given to the student's professional development and skills, such as communicating, interviewing, networking, and job searching throughout the externship. Emphasis is placed on proper office attire, punctuality and the ability to success-fully complete assigned tasks through classroom training. Externship is scheduled in the last semester of a student's academic experience at EBI. Externship is scheduled in the last semester of a student's academic life at EBI. In addition to the classroom hours, the student will spend 187.5 hours of non-paid time at the externship to complete his/her externship program.

First Day of Class

Each extern student will receive an "*Externship Handbook*" the first day for the course from his/her instructor. Each student is responsible for reading over the handbook; the handbook includes details on the process of the externship, the process of placing a student at an externship site, supervisor of the site, job description process, and other important details to the process.

Student Learning Outcomes

Upon completion of this course, students will be able to:

- Apply coursework and business communication to the externship experience
- Search and apply for jobs in their career field using resume and cover letter writing skills enhanced through the course
- Understand how to use social media to enhance their job search
- Understand how to effectively a thorough job search within their field of study
- Write and present a reflection of their externship experience using current theory in their field of interest

Career Portfolio for Workplace Skills Program

Your Career Portfolio for Workplace Skills material demonstrates your competency and skills in your chosen career field. The completed portfolio will allow you to present examples of abilities and relevant skills to prospective employers as evidence of career readiness.

Individual Career Portfolio course projects must be saved to be added to your on-line portfolio that will be created in Career Placement Seminar. It is your responsibility to keep these projects safe and secure.

Career Portfolio for Workplace Skills Project for EXT110
The Career Portfolio project for the course is the "Final Action" Paper and Presentation for the course. The paper is a summary of the student's externship experience with a complete comparison to current Business Theory. The student will complete a five to eight page paper describing their externship experience, and then compare the experience to current Business Theory using MLA format. For the second component of the project, the student will present a ten to fifteen minute presentation using MLA format on describing their learning process from the externship experience.

Required Course Texts & Course Materials
None

Supplemental educational learning materials may include and are not limited to
As supplied by the instructor

Assessment
Essay assignments and research projects will be evaluated on a standard grading rubric. Written examinations will be graded according to content; (multiple choice, fill-in-the blank, short answer, and/or essay).

The instructor will endeavor to return student work product by the next official class period whenever possible. Essay and/or research projects will be returned as soon as all class projects have been graded.

Student Homework Policy Statement
Elmira Business Institute (EBI) syllabi contain assignments in alignment with the federal government's definition of appropriate, assigned homework for each credit hour. For each one-credit hour of classroom or direct faculty instruction, two hours of out-of-class student work will be assigned. (For example: A three-credit course will include an average of six (6) hours of homework each week.). For classes with laboratory or clinical work, a three-credit, four-hour class will include an average of six (6) hours of homework each week. For externships, each credit hour will include an average of three (3) hours of homework per week. Assignments are directly relevant to course objectives and learning outcomes and are included at the end of the syllabi. Each assignment will be graded and recorded by the instructor.

Assessment Type	% of Grade
Midterm Externship Evaluation	25%
Final Externship Evaluations	25%
Attendance/Professionalism	10%
Assignments	15%
Career Portfolio for Workplace Skills Project	25%
Total	100%

Grading Scheme

Numerical Average	Letter Grade	Quality Points
95-100	A	4.0
90-94	A-	3.7
86-89	B+	3.3
83-85	B	3.0
80-82	B-	2.7
76-79	C+	2.3
73-75	C	2.0
70-72	C-	1.7
68-69	D+	1.3
66-67	D	1.0
65	D-	0.7
0-64	F	0.0
Withdraw/Failing	W/F	0.0
Withdraw	W	----
Incomplete	I	----
Test Out	TO	----
Transfer of Credit	T	----

Course Policies

Behavioral Standards
Students are expected to abide by all public laws; to comply with the regulations and policies of the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. Respect for others in terms of language, demeanor, and attention to others while they are speaking is expected.

The College reserves the right to dismiss or suspend students for conduct which impedes, disrupts, or interferes with the orderly and continuous administration and operation of the College or any unit of the College. Attending EBI is not a right; it is a privilege.

As a part of its mission to prepare students for careers in the business and healthcare world, EBI requires students to dress in a manner that will create a positive self-image. Inappropriately dressed students may not be permitted to attend classes. Students in College externships are required to follow the participating organization's dress code.

No cell phone use or Internet access is allowed in the classroom unless permission is granted by the instructor and usage is course appropriate.

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Attendance Policy
Attendance is mandatory and will be used when calculating participation/attendance. Class will begin promptly. Students who are late or absent are responsible to obtain lecture notes, assignments, and announcements after class, so as not to interfere with class time, or the work of fellow

students. Along with the portfolio, one of the first questions a potential employer will ask the Career Services representative about is student attendance. Your attendance in the classroom directly represents your quality of potential work.

Students who do not attend classes after missing 14 consecutive calendar days or who fail to attend classes on a regular basis will be administratively dropped by the college. Since attendance is also used to verify enrollment for financial aid purposes, it is important that students attend classes on a regular basis to avoid loss of financial aid eligibility (student loans) and federal and state grants.

Make-Up Policy
When a student is absent, that student is responsible for making up missed class work. Make-up tests or quizzes *may* be offered at the *instructor's discretion* via ONE-STOP at the Library, and it is the student's responsibility to arrange a time at the librarian's convenience. One-Stop tests and quizzes must be taken within one week of the date of absence; failure to make up work, quizzes, or exams in a timely manner may result in a 0 grade. There is no charge for make-up work.

Students will not be allowed to make up the Midterm or Final Examination for the course. Midterm or Final Examinations may only be made up with approval from the Campus Director/Dean and appropriate documentation.

Academic Integrity/Plagiarism Rules
Elmira Business Institute is committed to supporting its mission to provide an educational experience designed to develop professional competencies including developing habits of personal and professional integrity. The College expects all members of its community—students, faculty, and staff—to act honestly in all situations. Actions of Academic Dishonesty will not be tolerated. Academic Dishonesty "is any form of cheating and plagiarism which results in students giving or receiving unauthorized assistance in an academic assignment or receiving credit for work which is not their own." All students are expected to agree to a pledge of honesty concerning their academic work, and faculty is expected to maintain the standards of that code. If you think it may be cheating, it probably is.

Please keep in mind that plagiarism includes:
* Copying another person's work and claiming credit for it
* Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source whether or not it is a direct quotation
* Incorrectly citing a source
* Failing to use quotation marks for a direct quote
* Improperly paraphrasing—both the words and the structure of your writing must differ from your source

Students will be given a complete policy the first day of class to review and sign.
For questions about plagiarism or assistance at any part of the writing process, please visit the Academic Achievement Center or Library.

Academic Support

Tutoring

Tutoring is available at a variety of times throughout the week. Please see the instructor for tutoring availability each week.

Academic Achievement Center

The Academic Achievement Center (AAC) hours are posted outside the door. The AAC Lab is the first stop for help for assignments, study skills, or writing for any course.

Academic Advising/Mentoring

Academic Advising/Mentoring is provided to each student throughout the semester. Staff or Faculty Mentors can facilitate student access to learning resources and answer basic questions regarding EBI academic programs and policies.

The Library

The Library supports the academic programs of the College and offers technology to assist student research in databases and on the Internet. A Librarian is available to assist in research and navigating our resources. Use the Library catalog (http://ebi.scoolaid.net/bin/home) to search for a book in the library, access databases and e-books, and find reference tools. Information is also available about community resources, including scholarships, part-time employment, child care, and transportation.

Course Schedule

Lesson #	Topic
1	Introduction, Guidelines, Expectations Paperwork, Discuss Journal Entry Requirements
2	Externship Check in Homework Schedule Discuss Final Paper Requirements
3	Career Placement in the classroom. On-line job applications
4, 5, 6, 7	Workshop #1 Topics to be Determined Hours Check Up, Journal Check
8, 9, 10, 11	Workshop #2 Topics to be Determined Hours Check Up, Journal Check
12, 13, 14, 15	Workshop #3 Topics to be Determined Hours Check Up, Journal Check Final Paper Due, Journal Due All hours should be completed

Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.

Revised February 2016 mzt

Instructor's Name _____   Rubric for Final Action Paper   Student's Name _____

Category	4	3	2	1	0	Points
Topic/ subject	The topic/subject is clear, the topic was explicitly stated in clear, consist sentence structures.	The topic/subject is generally clear, though it may not explicitly be stated.	The topic/subject is vague with little detail explaining the main points.	The topic/subject is unclear and/or confusing to the reader	The topic/subject is illegible, responses are off-topic or incoherent statements.	
Organization of Content	Assignment contains a logical progression of ideas/events and is unified and complete.	Progression of ideas/events and is reasonably complete; minor lapses present.	One or more major lapses in the logical progression of ideas/events are evident.	Ideas/events are presented in a random fashion.	No logical progression of ideas/events.	
Grammar, Punctuation, and Spelling	The assignment has less than two errors.	The assignment has between three and four errors.	The assignment has average control of writing conventions. Minor errors in tense, case, capitalization, punctuation, and spelling.	The assignment has a minimal control of writing conventions. Multiple errors in tense, case, capitalization, punctuation, and spelling.	The assignment lacks control of tense, case, capitalization, punctuation, and spelling	
Focus of the assignment	The assignment maintains focus on topic/subject throughout response.	The assignment may exhibit minor lapses in focus on topic/subject.	The assignment exhibits major lapses in focus on topic/subject.	The assignment fails to maintain focus on topic/subject.	No clear focus on topic/subject.	
Elaboration of the Topic/Subject	The elaboration consists of specific and developed detail responses.	The elaboration consists of some specific details.	The elaboration consists of general and/or undeveloped details, which may be presented in a jist-like fashion.	The elaboration is sparse; almost no details.	Little or no detailed responses.	
Content: Sentence Style-Fluency	The assignment demonstrates skillful sentences fluency (varies length, good flow rhythm, and varied structure).	The assignment demonstrates reasonable sentence fluency.	The assignment demonstrated minimal sentence fluency.	The sentence fluency is lacking.	The assignment has poor sentence structure.	
Total Points						____ /24

Elmira Business Institute

Name: _____Grade:_____
Title: _____Time: _____

A "C" (3) speech must meet the following standards:
- ☐ Student maintains eye contact and body language gestures are appropriate
- ☐ The speech meets the general requirements of the speech as well as the specifics of the assignment.
- ☐ The content is appropriate for the audience.
- ☐ The speech is sufficiently focused and has a clearly identifiable purpose.
- ☐ The speech contains adequate supporting material.
- ☐ The speech reflects responsible knowledge.
- ☐ The pace of the presentation is appropriate; information is appropriately distributed through introduction, body, and conclusion.
- ☐ The speaker uses language correctly.
- ☐ The speech is presented on the day assigned, and falls within the assigned time range.
- ☐ Reputable sources are annotated, with sections in the presentation marked and noted "paraphrased" or "quoted" (with MLA style including cited page)
- ☐ Outline/paper as assigned to accompany presentation

A "B" (4) speech must satisfy all requirements for a "C" speech and meet the following standards:
- ☐ The topic is challenging to a college audience.
- ☐ The topic is adapted to fit the audience.
- ☐ The speaker demonstrates personal commitment to the topic and assignment.
- ☐ The speech has a greater research base beyond minimal adequacy.
- ☐ The speaker uses a variety of supporting materials.
- ☐ The speaker clearly documents verbal references within the presentation.
- ☐ The speech captures and sustains attention.

An "A" (5) speech must satisfy all requirements for a "B" speech and meet the following standards:
- ☐ The speech demonstrates imagination and creativity in topic selection/development.
- ☐ Information and supporting materials are varied, well adapted to the audience, and skillfully integrated.
- ☐ The speech has a complete research base.
- ☐ The speaker demonstrates a comprehensive analysis and understanding of ideas/issues.
- ☐ The speaker presents a polished presentation.

A "D" (2) speech does not meet two or three of the standards from a "C" speech, or
- ☐ The speech is based entirely on biased information or unsupported opinions.
- ☐ The subject is inappropriate, offensive, or confusing to the audience.
- ☐ The speaker demonstrates a lack of seriousness about the assignment.

An "F" (1) speech does not meet four or more of the standards from a "C" speech, reflects one or more of the problems associated with a "D" speech, or
- ☐ The speech contains fabricated supporting material.
- ☐ The speaker deliberately distorts evidence.
- ☐ The speech is plagiarized

**Comments **

MIDTERM

Professionalism Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 7 out of 8 meetings.	The student arrives on time for the course, and stays for the duration of the class for 5 to 6 meetings.	The student arrives on time for the course, and stays for the duration of the class for 3 to 4 meetings	The student arrives late for the course, and/or stays for the duration of 2 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points   _____/100 points

Student's Signature: _____   Date: _____

FINAL

Professionalism Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points _____/100 points

Student's Signature: _____   Date: _____

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Elmira Business Institute
Student Syllabus: Externship (EXT115)

Prerequisites: **Course Credits: 3**

**Upon recommendation of Administration or Program Director

Course Description

This course is designed to expose the student to real-world experience in a professional environment with a local employer. The student will utilize and enhance the knowledge gained in a classroom through work experience. Attention will be given to the student's professional development and skills such as communicating, interviewing, networking, and job searching throughout the internship. Emphasis is placed on proper office attire, punctuality and the ability to success-fully complete assigned tasks through classroom training. Externship is scheduled in the last semester of a student's academic experience at EBI. Externship is scheduled in the last semester of a student's academic life at EBI. In addition to the classroom hours, the student will spend 75 hours of non-paid time at the externship to complete his/her externship program.

First Day of Class

Each extern student will receive an "*Externship Handbook*" the first day for the course from his/her instructor. Each student is responsible for reading over the handbook; the handbook includes details on the process of the externship, the process of placing a student at an externship site, supervisor of the site, job description process, and other important details to the process.

Student Learning Outcomes

Upon completion of this course, students will be able to:

- Apply coursework and business communication to the externship experience
- Search and apply for jobs in their career field using resume and cover letter writing skills enhanced through the course
- Understand how to use social media to enhance their job search
- Understand how to effectively a thorough job search within their field of study
- Write and present a reflection of their externship experience using current theory in their field of interest

Career Portfolio for Workplace Skills Program

Your Career Portfolio for Workplace Skills material demonstrates your competency and skills in your chosen career field. The completed portfolio will allow you to present examples of abilities and relevant skills to prospective employers as evidence of career readiness.

Individual Career Portfolio course projects must be saved to be added to your on-line portfolio that will be created in Career Placement Seminar. It is your responsibility to keep these projects safe and secure.

Career Portfolio for Workplace Skills Project for EXT115

The portfolio for the course is the "Final Action" Paper and Presentation for the course. The paper is a summary of the student's externship experience with a complete comparison to current Business Theory. The student will complete a five to eight page paper describing their externship experience, and then compare the experience to current Business Theory using MLA format. For the second component of the project, the student will present a ten to fifteen minute presentation using MLA format on describing their learning process from the externship experience.

Required Course Texts & Course Materials

None

Assessment

Essay assignments and research projects will be evaluated on a standard grading rubric. Written examinations will be graded according to content; (multiple choice, fill-in-the blank, short answer, and/or essay).

The instructor will endeavor to return student work product by the next official class period whenever possible. Essay and/or research projects will be returned as soon as all class projects have been graded.

Student Homework Policy Statement: Elmira Business Institute (EBI) syllabi contain assignments in alignment with the federal government's definition of appropriate assigned homework for each credit hour. For each one credit hour of classroom or direct faculty instruction, two hours of out of class student work will be assigned. (For example a three credit course will include an average of 6 hours of homework each week for 15 weeks). For classes with lab or clinical work, a three credit, four hour class will include an average of 6 hours of homework each week. For externships, each credit hour will include an average of 3 hours of homework per week. Assignments are directly relevant to course objectives and learning outcomes and are included at the end of the syllabi. Each assignment will be graded and recorded by the instructor.

Evaluation

Assessment Type	% of Grade
Midterm Externship Evaluation	25%
Final Externship Evaluations	25%
Attendance/Professionalism	10%
Assignments	15%
Career Portfolio for Workplace Skills Project	25%
Total	100%

Grading Scheme

Numerical Average	Letter Grade	Quality Points
95-100	A	4.0
90-94	A-	3.7
86-89	B+	3.3
83-85	B	3.0
80-82	B-	2.7
76-79	C+	2.3
73-75	C	2.0
70-72	C-	1.7
68-69	D+	1.3
66-67	D	1.0
65	D-	0.7
0-64	F	0.0
Withdraw/Failing	W/F	0.0
Withdraw	W	----
Incomplete	I ----	
Test Out	TO	----
Transfer of Credit	T ----	

Course Policies

Behavioral Standards

Students are expected to abide by all public laws; to comply with the regulations and policies of the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. Respect for others in terms of language, demeanor, and attention to others while they are speaking is expected.

The College reserves the right to dismiss or suspend students for conduct which impedes, disrupts, or interferes with the orderly and continuous administration and operation of the College or any unit of the College. Attending EBI is not a right; it is a privilege.

As a part of its mission to prepare students for careers in the business and healthcare world, EBI requires students to dress in a manner that will create a positive self-image. Inappropriately dressed students may not be permitted to attend classes. Students in College externships are required to follow the participating organization's dress code.

No cell phone use or Internet access is allowed in the classroom unless permission is granted by the instructor and usage is course appropriate.

No eating or drinking in EBI's classroom laboratories (medical, business or technology), Library and Academic Achievement Center.

Attendance Policy

Attendance is mandatory and will be used when calculating participation/attendance. Class will begin promptly. Students who are late or absent are responsible to obtain lecture notes, assignments, and announcements after class, so as not to interfere with class time, or the work of fellow

students. Along with the portfolio, one of the first questions a potential employer will ask the Career Services representative about is student attendance. Your attendance in the classroom directly represents your quality of potential work.

Students who do not attend classes after missing 14 consecutive calendar days or who fail to attend classes on a regular basis will be administratively dropped by the college. Since attendance is also used to verify enrollment for financial aid purposes, it is important that students attend classes on a regular basis to avoid loss of financial aid eligibility (student loans) and federal and state grants.

Make-Up Policy
When a student is absent, that student is responsible for making up missed class work. Make-up tests or quizzes *may* be offered at the *instructor's discretion* via ONE-STOP at the Library, and it is the student's responsibility to arrange a time at the librarian's convenience. One-Stop tests and quizzes must be taken within one week of the date of absence; failure to make up work, quizzes, or exams in a timely manner may result in a 0 grade. There is no charge for make-up work.

Students will not be allowed to make up the Midterm or Final Examination for the course. Midterm or Final Examinations may only be made up with approval from the Campus Director/Dean and appropriate documentation.

Academic Integrity/Plagiarism Rules
Elmira Business Institute is committed to supporting its mission to provide an educational experience designed to develop professional competencies including developing habits of personal and professional integrity. The College expects all members of its community—students, faculty, and staff—to act honestly in all situations. Actions of Academic Dishonesty will not be tolerated. Academic Dishonesty "is any form of cheating and plagiarism which results in students giving or receiving unauthorized assistance in an academic assignment or receiving credit for work which is not their own." All students are expected to agree to a pledge of honesty concerning their academic work, and faculty is expected to maintain the standards of that code. If you think it may be cheating, it probably is.

Please keep in mind that plagiarism includes:
- Copying another person's work and claiming credit for it
- Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source whether or not it is a direct quotation
- Incorrectly citing a source
- Failing to use quotation marks for a direct quote
- Improperly paraphrasing—both the words and the structure of your writing must differ from your source

Students will be given a complete policy the first day of class to review and sign.
For questions about plagiarism or assistance at any part of the writing process, please visit the Academic Achievement Center or Library.

Academic Support

Tutoring
Tutoring is available at a variety of times throughout the week. Please see the instructor for tutoring availability each week.

Academic Achievement Center
The Academic Achievement Center (AAC) hours are posted outside the door. The AAC Lab is the first stop for help for assignments, study skills, or writing for any course.

Academic Advising/Mentoring
Academic Advising/Mentoring is provided to each student throughout the semester. Staff or Faculty Mentors can facilitate student access to learning resources and answer basic questions regarding EBI academic programs and policies.

The Library
The Library supports the academic programs of the College and offers technology to assist student research in databases and on the Internet. A Librarian is available to assist in research and navigating our resources. Use the Library catalog (http://ebi.scoolaid.net/bin/home) to search for a book in the library, access databases and e-books, and find reference tools. In-formation is also available about community resources, including scholarships, part-time employment, child care, and transportation.

Course Schedule

Lesson #	Topic
1	Introduction, Guidelines, Expectations Paperwork, Discuss Journal Entry Requirements
2	Externship Check in Homework Schedule Discuss Final Paper Requirements
3,4,5,6	Workshop #1 Topics to be Determined Hours Check Up, Journal Check
7,8,9,10	Workshop #2 Topics to be Determined Hours Check Up, Journal Check
11,12,13,14	Workshop #3 Topics to be Determined Hours Check Up, Journal Check
15	Final Paper Due, Journal Due All hours should be completed

Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.
Revised February 2016 mzt

Instructor's Name _____　　　　　Rubric for Final Action Paper　　　　　Student's Name _____

Category	4	3	2	1	0	Points
Topic/ subject	The topic/subject is clear, the topic was explicitly stated in clear, consist sentence structures.	The topic/subject is generally clear, though it may not explicitly be stated.	The topic/subject is vague with little detail explaining the main points.	The topic/subject is unclear and/or confusing to the reader	The topic/subject is illegible, responses are off-topic or incoherent statements.	
Organization of Content	Assignment contains a logical progression of ideas/events and is unified and complete.	Progression of ideas/events and is reasonably complete; minor lapses present.	One or more major lapses in the logical progression of ideas/events are evident.	Ideas/events are presented in a random fashion.	No logical progression of ideas/events.	
Grammar, Punctuation, and Spelling	The assignment has less than two errors.	The assignment has between three and four errors.	The assignment has average control of writing conventions. Minor errors in tense, case, capitalization, punctuation, and spelling.	The assignment has a minimal control of writing conventions. Multiple errors in tense, case, capitalization, punctuation, and spelling.	The assignment lacks control of tense, case, capitalization, punctuation, and spelling	
Focus of the assignment	The assignment maintains focus on topic/subject throughout response.	The assignment may exhibit minor lapses in focus on topic/subject.	The assignment exhibits major lapses in focus on topic/subject.	The assignment fails to maintain focus on topic/subject.	No clear focus on topic/subject.	
Elaboration of the Topic/Subject	The elaboration consists of specific and developed detail responses.	The elaboration consists of some specific details.	The elaboration consists of general and/or undeveloped details, which may be presented in a jist-like fashion.	The elaboration is sparse; almost no details.	Little or no detailed responses.	
Content: Sentence Style-Fluency	The assignment demonstrates skillful sentences fluency (varies length, good flow rhythm, and varied structure).	The assignment demonstrates reasonable sentence fluency.	The assignment demonstrated minimal sentence fluency.	The sentence fluency is lacking.	The assignment has poor sentence structure.	
Total Points						____ /24

Name: _____Grade:_____

Title: _____Time: _____

A "C" (3) speech must meet the following standards:

- ☐ Student maintains eye contact and body language gestures are appropriate
- ☐ The speech meets the general requirements of the speech as well as the specifics of the assignment.
- ☐ The content is appropriate for the audience.
- ☐ The speech is sufficiently focused and has a clearly identifiable purpose.
- ☐ The speech contains adequate supporting material.
- ☐ The speech reflects responsible knowledge.
- ☐ The pace of the presentation is appropriate; information is appropriately distributed through introduction, body, and conclusion.
- ☐ The speaker uses language correctly.
- ☐ The speech is presented on the day assigned, and falls within the assigned time range.
- ☐ Reputable sources are annotated, with sections in the presentation marked and noted "paraphrased" or "quoted" (with MLA style including cited page)
- ☐ Outline/paper as assigned to accompany presentation

A "B" (4) speech must satisfy all requirements for a "C" speech and meet the following standards:

- ☐ The topic is challenging to a college audience.
- ☐ The topic is adapted to fit the audience.
- ☐ The speaker demonstrates personal commitment to the topic and assignment.
- ☐ The speech has a greater research base beyond minimal adequacy.
- ☐ The speaker uses a variety of supporting materials.
- ☐ The speaker clearly documents verbal references within the presentation.
- ☐ The speech captures and sustains attention.

An "A" (5) speech must satisfy all requirements for a "B" speech and meet the following standards:

- ☐ The speech demonstrates imagination and creativity in topic selection/development.
- ☐ Information and supporting materials are varied, well adapted to the audience, and skillfully integrated.
- ☐ The speech has a complete research base.
- ☐ The speaker demonstrates a comprehensive analysis and understanding of ideas/issues.
- ☐ The speaker presents a polished presentation.

A "D" (2) speech does not meet two or three of the standards from a "C" speech, or

- ☐ The speech is based entirely on biased information or unsupported opinions.
- ☐ The subject is inappropriate, offensive, or confusing to the audience.
- ☐ The speaker demonstrates a lack of seriousness about the assignment.

An "F" (1) speech does not meet four or more of the standards from a "C" speech, reflects one or more of the problems associated with a "D" speech, or

- ☐ The speech contains fabricated supporting material.
- ☐ The speaker deliberately distorts evidence.
- ☐ The speech is plagiarized

Comments

MIDTERM

Professionalism   Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 7 out of 8 meetings.	The student arrives on time for the course, and stays for the duration of the class for 5 to 6 meetings.	The student arrives on time for the course, and stays for the duration of the class for 3 to 4 meetings	The student arrives late for the course, and/or stays for the duration of 2 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points   _____/100 points

Student's Signature: _____   Date: _____

Total	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)

FINAL

Professionalism Rubric

		Points			
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points _____/100 points

Student's Signature: _____   Date: _____

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Elmira Business Institute
Student Syllabus: Medical Assisting Externship (EXT120)

Prerequisites: **Course Credits: 6**
**Upon recommendation of Administration or Program Director

Course Description

This course is designed to expose the student to an actual office environment with a local employer. The student will utilize and enhance the knowledge gained in the classroom through work experience in both the administrative and clinical areas of the office for a minimum of 187.5 clock hours for a non-paid externship experience. Attention will be given to the student's professional development and skills, such as interpersonal, interviewing, networking, and job searching through the externship. Emphasis will be placed on proper office attire, punctuality and the ability to successfully complete assigned tasks through classroom training.

First Day of Class

Each extern student will receive an "*Externship Handbook*" the first day for the course from his/her instructor. Each student is responsible for reading over the handbook; the handbook includes details on the process of the externship, the process of placing a student at an externship site, supervisor of the site, job description process, and other important details to the process.

Student Learning Outcomes

Upon completion of this course, students will be able to:
- Discuss the skills enhanced and office tasks performed at his/her site.
- Demonstrate appropriate work ethic, attire, and skill level.
- Perform clinical (including phlebotomy) and administrative duties as required at an externship site.
- Demonstrate the ability to communicate with and empathize with patients.
- Demonstrate understanding of HIPAA standards.
- Demonstrate written communication skills by charting correctly and being familiar with lab results and medical documentation.

Career Portfolio for Workplace Skills Program

Your Career Portfolio for Workplace Skills material demonstrates your competency and skills in your chosen career field. The completed portfolio will allow you to present examples of abilities and relevant skills to prospective employers as evidence of career readiness.

Individual Career Portfolio course projects must be saved to be added to your on-line portfolio that will be created in Career Placement Seminar. It is your responsibility to keep these projects safe and secure.

Career Portfolio for Workplace Skills Project for EXT120
The portfolio for the course is the "Final Action" Paper and Presentation for the course. The paper is a summary of the student's externship experience. The student will complete a five to eight paged paper describing their externship experience, than compare the experience to current

Medical Theory using MLA format. For the second component of the project, the student will present a ten to fifteen minute presentation using MLA format on describing their learning process from the externship experience.

Required Course Texts & Course Materials

Medical Assisting Exam Review Online, Single User Version, 1st Edition.
        (ISBN: 9781401878160)

Supplemental educational learning materials may include and are not limited to
As supplied by the instructor

Assessment

Essay assignments and research projects will be evaluated on a standard grading rubric. Written examinations will be graded according to content; (multiple choice, fill-in-the blank, short answer, and/or essay).

The instructor will endeavor to return student work product by the next official class period whenever possible. Essay and/or research projects will be returned as soon as all class projects have been graded.

Student Homework Policy Statement

Elmira Business Institute (EBI) syllabi contain assignments in alignment with the federal government's definition of appropriate, assigned homework for each credit hour. For each one-credit hour of classroom or direct faculty instruction, two hours of out-of-class student work will be assigned. (For example: A three-credit course will include an average of six (6) hours of homework each week.). For classes with laboratory or clinical work, a three-credit, four-hour class will include an average of six (6) hours of homework each week. For externships, each credit hour will include an average of three (3) hours of homework per week. Assignments are directly relevant to course objectives and learning outcomes and are included at the end of the syllabi. Each assignment will be graded and recorded by the instructor.

Evaluation

Assessment Type	% of Grade
Midterm Externship Evaluation	25%
Final Externship Evaluations	25%
Attendance/Professionalism	10%
Assignments	15%
Career Portfolio for Workplace Skills Project	25%
Total	100%

Grading Scheme:

Numerical Average	Letter Grade	Quality Points
95-100	A	4.0
90-94	A-	3.7
86-89	B+	3.3
83-85	B	3.0
80-82	B-	2.7

Numerical Average	Letter Grade	Quality Points
76-79	C+	2.3
73-75	C	2.0
70-72	C-	1.7
68-69	D+	1.3
66-67	D	1.0
65	D-	0.7
0-64	F	0.0
Withdraw/Failing	W/F	0.0
Withdraw	W	----
Incomplete	I	----
Test Out	TO	----
Transfer of Credit	T	----

Course Policies *Behavioral Standards*

Students are expected to abide by all public laws; to comply with the regulations and policies of the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. Respect for others in terms of language, demeanor, and attention to others while they are speaking is expected.

The College reserves the right to dismiss or suspend students for conduct which impedes, disrupts, or interferes with the orderly and continuous administration and operation of the College or any unit of the College. Attending EBI is not a right; it is a privilege.

As a part of its mission to prepare students for careers in the business and healthcare world, EBI requires students to dress in a manner that will create a positive self-image. Inappropriately dressed students may not be permitted to attend classes. Students in College externships are required to follow the participating organization's dress code.

No cell phone use or Internet access is allowed in the classroom unless permission is granted by the instructor and usage is course appropriate.

No eating or drinking in EBI's classroom laboratories (medical, business or technology), Library and Academic Achievement Center.

Attendance Policy

Attendance is mandatory and will be used when calculating participation/attendance. Class will begin promptly. Students who are late or absent are responsible to obtain lecture notes, assignments, and announcements after class, so as not to interfere with class time, or the work of fellow

students. Along with the portfolio, one of the first questions a potential employer will ask the Career Services representative about is student attendance. Your attendance in the classroom directly represents your quality of potential work.

Students who do not attend classes after missing 14 consecutive calendar days or who fail to attend classes on a regular basis will be administratively dropped by the college. Since attendance is also used to verify enrollment for financial aid purposes, it is important that students attend classes on a regular basis to avoid loss of financial aid eligibility (student loans) and federal and state grants.

Make-Up Policy
When a student is absent, that student is responsible for making up missed class work. Make-up tests or quizzes *may* be offered at the *instructor's discretion* via ONE-STOP at the Library, and it is the student's responsibility to arrange a time at the librarian's convenience. One-Stop tests and quizzes must be taken within one week of the date of absence; failure to make up work, quizzes, or exams in a timely manner may result in a 0 grade. There is no charge for make-up work.

Students will not be allowed to make up the Midterm or Final Examination for the course. Midterm or Final Examinations may only be made up with approval from the Campus Director/Dean and appropriate documentation.

Academic Integrity/Plagiarism Rules
Elmira Business Institute is committed to supporting its mission to provide an educational experience designed to develop professional competencies including developing habits of personal and professional integrity. The College expects all members of its community—students, faculty, and staff—to act honestly in all situations. Actions of Academic Dishonesty will not be tolerated. Academic Dishonesty "is any form of cheating and plagiarism which results in students giving or receiving unauthorized assistance in an academic assignment or receiving credit for work which is not their own." All students are expected to agree to a pledge of honesty concerning their academic work, and faculty is expected to maintain the standards of that code. If you think it may be cheating, it probably is.

Please keep in mind that plagiarism includes:
- Copying another person's work and claiming credit for it
- Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source whether or not it is a direct quotation
- Incorrectly citing a source
- Failing to use quotation marks for a direct quote
- Improperly paraphrasing—both the words and the structure of your writing must differ from your source

Students will be given a complete policy the first day of class to review and sign.
For questions about plagiarism or assistance at any part of the writing process, please visit the Academic Achievement Center or Library.

Academic Support

Tutoring
Tutoring is available at a variety of times throughout the week. Please see the instructor for tutoring availability each week.

Academic Achievement Center
The Academic Achievement Center (AAC) hours are posted outside the door. The AAC Lab is the first stop for help for assignments, study skills, or writing for any course.

Academic Advising/Mentoring
Academic Advising/Mentoring is provided to each student throughout the semester. Staff or Faculty Mentors can facilitate student access to learning resources and answer basic questions regarding EBI academic programs and policies.

The Library
The Library supports the academic programs of the College and offers technology to assist student research in databases and on the Internet. A Librarian is available to assist in research and navigating our resources. Use the Library catalog (http://ebi.scoolaid.net/bin/home) to search for a book in the library, access databases and e-books, and find reference tools. In-formation is also available about community resources, including scholarships, part-time employment, child care, and transportation.

Course Schedule

Lesson #	Topic
1	Introduction, Guidelines, Expectations Paperwork, Discuss Journal Entry Requirements
2	Externship Check in Homework Schedule Discuss Final Paper Requirements
3	Career Placement in the classroom. On-line job applications
4, 5, 6, 7	Workshop #1 Topics to be Determined Hours Check Up, Journal Check
8, 9, 10, 11	Workshop #2 Topics to be Determined Hours Check Up, Journal Check
12, 13, 14, 15	Workshop #3 Topics to be Determined Hours Check Up, Journal Check Final Paper Due, Journal Due All hours should be completed

Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.
Revised February 2016 mzt

Instructor's Name _____   Rubric for Final Action Paper   Student's Name _____

Category	4	3	2	1	0	Points
Topic/ subject	The topic/subject is clear, the topic was explicitly stated in clear, consist sentence structures.	The topic/subject is generally clear, though it may not explicitly be stated.	The topic/subject is vague with little detail explaining the main points.	The topic/subject is unclear and/or confusing to the reader	The topic/subject is illegible, responses are off-topic or incoherent statements.	
Organization of Content	Assignment contains a logical progression of ideas/events and is unified and complete.	Progression of ideas/events and is reasonably complete; minor lapses present.	One or more major lapses in the logical progression of ideas/events are evident.	Ideas/events are presented in a random fashion.	No logical progression of ideas/events.	
Grammar, Punctuation, and Spelling	The assignment has less than two errors.	The assignment has between three and four errors.	The assignment has average control of writing conventions. Minor errors in tense, case, capitalization, punctuation, and spelling.	The assignment has a minimal control of writing conventions. Multiple errors in tense, case, capitalization, punctuation, and spelling.	The assignment lacks control of tense, case, capitalization, punctuation, and spelling	
Focus of the assignment	The assignment maintains focus on topic/subject throughout response.	The assignment may exhibit minor lapses in focus on topic/subject.	The assignment exhibits major lapses in focus on topic/subject.	The assignment fails to maintain focus on topic/subject.	No clear focus on topic/subject.	
Elaboration of the Topic/Subject	The elaboration consists of specific and developed detail responses.	The elaboration consists of some specific details.	The elaboration consists of general and/or undeveloped details, which may be presented in a jist-like fashion.	The elaboration is sparse; almost no details.	Little or no detailed responses.	
Content: Sentence Style-Fluency	The assignment demonstrates skillful sentences fluency (varies length, good flow rhythm, and varied structure).	The assignment demonstrates reasonable sentence fluency.	The assignment demonstrated minimal sentence fluency.	The sentence fluency is lacking.	The assignment has poor sentence structure.	
Total Points						____ /24

Name: _____Grade:_____

Title: _____Time: _____

A "C" (3) speech must meet the following standards:

☐ Student maintains eye contact and body language gestures are appropriate

☐ The speech meets the general requirements of the speech as well as the specifics of the assignment.

☐ The content is appropriate for the audience.

☐ The speech is sufficiently focused and has a clearly identifiable purpose.

☐ The speech contains adequate supporting material.

☐ The speech reflects responsible knowledge.

☐ The pace of the presentation is appropriate; information is appropriately distributed through introduction, body, and conclusion.

☐ The speaker uses language correctly.

☐ The speech is presented on the day assigned, and falls within the assigned time range.

☐ Reputable sources are annotated, with sections in the presentation marked and noted "paraphrased" or "quoted" (with MLA style including cited page)

☐ Outline/paper as assigned to accompany presentation

A "B" (4) speech must satisfy all requirements for a "C" speech and meet the following standards:

☐ The topic is challenging to a college audience.

☐ The topic is adapted to fit the audience.

☐ The speaker demonstrates personal commitment to the topic and assignment.

☐ The speech has a greater research base beyond minimal adequacy.

☐ The speaker uses a variety of supporting materials.

☐ The speaker clearly documents verbal references within the presentation.

☐ The speech captures and sustains attention.

An "A" (5) speech must satisfy all requirements for a "B" speech and meet the following standards:

☐ The speech demonstrates imagination and creativity in topic selection/development.

☐ Information and supporting materials are varied, well adapted to the audience, and skillfully integrated.

☐ The speech has a complete research base.

☐ The speaker demonstrates a comprehensive analysis and understanding of ideas/issues.

☐ The speaker presents a polished presentation.

A "D" (2) speech does not meet two or three of the standards from a "C" speech, or

☐ The speech is based entirely on biased information or unsupported opinions.

☐ The subject is inappropriate, offensive, or confusing to the audience.

☐ The speaker demonstrates a lack of seriousness about the assignment.

An "F" (1) speech does not meet four or more of the standards from a "C" speech, reflects one or more of the problems associated with a "D" speech, or

☐ The speech contains fabricated supporting material.

☐ The speaker deliberately distorts evidence.

☐ The speech is plagiarized

Comments

MIDTERM

Professionalism Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 7 out of 8 meetings.	The student arrives on time for the course, and stays for the duration of the class for 5 to 6 meetings.	The student arrives on time for the course, and stays for the duration of the class for 3 to 4 meetings	The student arrives late for the course, and/or stays for the duration of 2 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points   _____/100 points

FINAL   essionalism   **Rubric**

Student's Signature: _____   Date: _____

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
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Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points   _____/100 points

Student's Signature: _____   Date: _____

9

Elmira Business Institute
Student Syllabus: Medical Terminology (MED110)

Prerequisites: None   **Course Credits: 3**

Course Description

This basic course is designed to familiarize the student with the structure and function of the human body. Medical words, phrases, and abbreviations relating to the body in health and disease will be covered. Upon completion of the course, the student will be able to correctly spell, pronounce, and define medical terms associated with selected body systems, disease conditions, and treatment modalities.

Student Learning Outcomes

Upon completion of this course, students will be able to:
* Describe structural organization of the human body through the creation of visual models.
* Analyze body systems and disease processes through a written assignment.
* Compare body structure and function of the human body across the life span through essay format.
* Describe body planes, directional terms, quadrants, and cavities through illustrations of index cards.
* Categorize medical terms, labeling the word parts relating to structural organs of the human body by the creation of human body poster presentation.

Career Portfolio for Workplace Skills Program

Your Career Portfolio for Workplace Skills material demonstrates your competency and skills in your chosen career field. The completed portfolio will allow you to present examples of abilities and relevant skills to prospective employers as evidence of career readiness.

Individual Career Portfolio course projects must be saved to be added to your on-line portfolio that will be created in Career Placement Seminar. It is your responsibility to keep these projects safe and secure.

Career Portfolio for Workplace Skills Project for MED110
None

Required Course Texts & Course Materials

Chabner, Davi-Ellen. *The Language of Medicine*. Saunders, Elsevier 10 Edition, 2014. Print.
        (ISBN: 9781455728466)

Supplemental educational learning materials may include and are not limited to
Centers for Disease Control and Prevention. Centers for Disease Control and Prevention, 2013.
        Web. 28 July. 2013. http://www.cdc.gov

Assessment

Essay assignments and research projects will be evaluated on a standard grading rubric. Written examinations will be graded according to content (multiple choice, fill-in-the blank, short answer, and/or essay).

The instructor will endeavor to return student work product by the next official class period whenever possible. Essay and/or research projects will be returned as soon as all class projects have been graded.

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Elmira Business Institute (EBI) syllabi contain assignments in alignment with the federal government's definition of appropriate, assigned homework for each credit hour. For each one-credit hour of classroom or direct faculty instruction, two hours of out-of-class student work will be assigned. (For example: A three-credit course will include an average of six (6) hours of homework each week.). For classes with laboratory or clinical work, a three-credit, four-hour class will include an average of six (6) hours of homework each week. For externships, each credit hour will include an average of three (3) hours of homework per week. Assignments are directly relevant to course objectives and learning outcomes and are included at the end of the syllabi. Each assignment will be graded and recorded by the instructor.

Evaluation

Assessment Type	% of Grade
Attendance/Professionalism	15%
Homework	20%
Tests	25%
Midterm/Final Examinations	40%
Total	**100%**

Grading Scheme

Numerical Average	Letter Grade	Quality Points
95-100	A	4.0
90-94	A-	3.7
86-89	B+	3.3
83-85	B	3.0
80-82	B-	2.7
76-79	C+	2.3
73-75	C	2.0
70-72	C-	1.7
68-69	D+	1.3
66-67	D	1.0
65	D-	0.7
0-64	F	0.0
Withdraw/Failing	W/F	0.0
Numerical Average	Letter Grade	Quality Points
Withdraw	W	----

Incomplete	I	----
Test Out	TO	----
Transfer of Credit	T	----

Course Policies

Behavioral Standards

Students are expected to abide by all public laws; to comply with the regulations and policies of the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. Respect for others in terms of language, demeanor, and attention to others while they are speaking is expected.

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When a student is absent, that student is responsible for making up missed class work. Make-up tests or quizzes *may* be offered at the *instructor's discretion* via ONE-STOP at the Library, and it is the student's responsibility to arrange a time at the librarian's convenience. One-Stop tests

and quizzes must be taken within one week of the date of absence; failure to make up work, quizzes, or exams in a timely manner may result in a 0 grade. There is no charge for make-up work.

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Please keep in mind that plagiarism includes:

- Copying another person's work and claiming credit for it
- Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source <u>whether or not it is a direct quotation</u>
- Incorrectly citing a source
- Failing to use quotation marks for a direct quote
- Improperly paraphrasing—both the <u>words</u> and the <u>structure</u> of your writing must differ from your source

Students will be given a complete policy the first day of class to review and sign.
For questions about plagiarism or assistance at any part of the writing process, please visit the Academic Achievement Center or Library.

Academic Support

Tutoring
Tutoring is available at a variety of times throughout the week. Please see the instructor for tutoring availability each week.

Academic Achievement Center
The Academic Achievement Center (AAC) hours are posted outside the door. The AAC Lab is the first stop for help for assignments, study skills, or writing for any course.

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Academic Advising/Mentoring is provided to each student throughout the semester. Staff or Faculty Mentors can facilitate student access to learning resources and answer basic questions regarding EBI academic programs and policies.

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The Library supports the academic programs of the College and offers technology to assist student research in databases and on the Internet. A Librarian is available to assist in research and navigating our resources. Use the Library catalog (http://ebi.scoolaid.net/bin/home) to search for a book in the library, access databases and e-books, and find reference tools. Information is also available about community resources, including scholarships, part-time employment, child care, and transportation.

Course Schedule

Lesson#	Topic(s)
1	*Introduction to the course:* course content, materials and methods, course requirements, dress code, policy and procedures *Basic Word Structure* • Identify basic objectives to guide the study of the medical language • Divide medical words into their component parts • Learn the meanings of basic combining forms, suffixes, and prefixes • Use word parts to build medical words
2	*Terms Pertaining to the Body as a Whole* • Define terms that apply to structural organization of the body • Identify body cavities and recognize the organs within those cavities • Locate and identify anatomic and clinical divisions of the abdomen • Become acquainted with terms that describe positions, direction, and planes of the body • Identify new meanings for word elements and use them to understand medical terms
3	*Suffixes* • Define new suffixes and review those already presented • Gain practice in word analysis by using the suffixes with combining forms to build and understand medical terms • Identify the functions of the different types of blood cells in the body
4	*Prefixes* • Define basic prefixes used in the medical language • Analyze medical terms that combine prefixes and other word elements • Learn about the Rh condition as an example of an antigen-antibody reaction
5	*Digestive System and Additional Suffixes and Digestive System Terminology* • Define combining forms for organs and learn meanings of related terminology • Learn and define abbreviations relevant to the digestive system • Apply new knowledge to understanding medical terms in their proper context

6	*Urinary System* • Define urinary system-related combining forms, prefixes, and suffixes • List and explain clinical procedures and abbreviations that pertain to the urinary system • Understand medical terms in their proper context, such as medical reports and records
7	*Nervous System and Sense Organs: The Eye and the Ear* • Learn nervous system combining forms and use them with the appropriate prefixes and suffixes • Learn and define abbreviations relating to the nervous system • Name the combining forms, prefixes and suffixes most commonly used to describe the organs and their parts • Identify and explain abbreviations relating to the eyes and the ears
8	**Mid-Term Exam** *Cardiovascular System* • Define combining forms that relate to the cardiovascular system • Begin to learn the basics of the anatomy of the heart and the flow of blood through the heart • Learn and define the relevant cardiovascular abbreviations
9	*Respiratory System and Musculoskeletal System* • Recognize medical terms that pertain to respiration • Learn and define relevant abbreviations relating to the respiratory system • Define terms that relate to the structure and function of bones, joints, and muscles • Begin to recognize and name the major bones of the body • Analyze the combining forms, prefixes, and suffixes used to describe the functions of the musculoskeletal system.
10	*Endocrine System* • Identify the endocrine glands • Analyze medical terms related to the endocrine glands and their hormones • Recognize and define relevant abbreviations
11	*Cancer Medicine(Oncology)* : • Identify medical terms that describe the growth and spread of tumors • Recognize terms related to causes, diagnosis, and treatment of cancer • Review how tumors are classified by pathologists • Apply your knowledge to understanding medical terms in their proper context, such as medical reports • Learn and define the abbreviations associated with cancer medicine

12	*Radiology and Nuclear Medicine* • List the physical properties of x-rays • Recognize medical terms used in the specialties of radiology and nuclear medicine • Name the x-ray and the patient positions used in x-ray examinations • List and define abbreviations relevant to radiology and nuclear medicine
13	*Pharmacology and Psychiatry:* • Define medical terms using combining forms and prefixes that relate to pharmacology • Identify the various routes of drug administration • Differentiate among the various classes of drugs and name their primary action and side effects • Define and identify the terms associated with psychiatric symptoms and disorders. • Identify the different categories of psychiatric drugs • Define combining forms, prefixes, and suffixes related to psychiatry
14	*Med Term Review* • Review commonly used prefixes and suffixes; definitions and spelling • Demonstrate knowledge of word building using the different word parts as well as the ability to define these medical terms • Review combining forms of the major body systems • Define commonly used abbreviations relating to the major body systems
15	**Review and Comprehensive final exam.**

Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.

Revised February 2016 mzt

MIDTERM

Professionalism Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points   _____/100 points

Student's Signature: _____   Date: _____

FINAL

Professionalism Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points   _____/100 points

Elmira Business Institute
Student Syllabus: Anatomy and Physiology (MED120)

Prerequisites: Medical Terminology (MED110)   **Course Credits: 3**

Course Description

This course enables the student to put knowledge of medical terminology to practical use through the integration of abbreviations, symbols, forms and formats used in the medical record. It is a continuation of Medical Terminology with in-depth coverage of medical terms associated with body systems, disease conditions, and diagnostic and treatment modalities. Upon completion of the course, the student will be able to define pathologies and treatment modalities for each body system.

Student Learning Outcomes

Upon completion of this course, students will be able to:
- Describe structural organization of the human body.
- Analyze each body system and disease process.
- Compare body structure and function of the human body across the life span.
- Identify major pharmaceutical classifications through research project.

Career Portfolio for Workplace Skills Program

Your Career Portfolio for Workplace Skills material demonstrates your competency and skills in your chosen career field. The completed portfolio will allow you to present examples of abilities and relevant skills to prospective employers as evidence of career readiness.

Individual Career Portfolio course projects must be saved to be added to your on-line portfolio that will be created in Career Placement Seminar. It is your responsibility to keep these projects safe and secure.

Career Portfolio for Workplace Skills Project for MED120
Students will identify major pathologies and the pharmaceutical treatments for each. More information will be distributed by the instructor.

Required Course Texts & Course Materials

Chabner, Davi-Ellen. *The Language of Medicine*. Saunders, Elsevier 10 Edition, 2014. Print.
        (ISBN: 9781455728466)

Supplemental educational learning materials may include and are not limited to
Centers for Disease Control and Prevention. Centers for Disease Control and Prevention, 2013.
        Web. 28 July. 2013. http://www.cdc.gov

Assessment

Essay assignments and research projects will be evaluated on a standard grading rubric. Written examinations will be graded according to content (multiple choice, fill-in-the blank, short answer, and/or essay).

The instructor will endeavor to return student work product by the next official class period whenever possible. Essay and/or research projects will be returned as soon as all class projects have been graded.

Student Homework Policy Statement

Elmira Business Institute (EBI) syllabi contain assignments in alignment with the federal government's definition of appropriate, assigned homework for each credit hour. For each one-credit hour of classroom or direct faculty instruction, two hours of out-of-class student work will be assigned. (For example: A three-credit course will include an average of six (6) hours of homework each week.). For classes with laboratory or clinical work, a three-credit, four-hour class will include an average of six (6) hours of homework each week. For externships, each credit hour will include an average of three (3) hours of homework per week. Assignments are directly relevant to course objectives and learning outcomes and are included at the end of the syllabi. Each assignment will be graded and recorded by the instructor.

Evaluation

Assessment Type	% of Grade
Attendance/Professionalism	15%
Chapter Quizzes/Tests	20%
Homework	15%
Career Portfolio Project	20%
Mid-Term/Final Examinations	30%
Total	100%

Grading Scheme

Numerical Average	Letter Grade	Quality Points
95-100	A	4.0
90-94	A-	3.7
86-89	B+	3.3
83-85	B	3.0
80-82	B-	2.7
76-79	C+	2.3
73-75	C	2.0
70-72	C-	1.7
68-69	D+	1.3
66-67	D	1.0
65	D-	0.7
0-64	F	0.0
Withdraw/Failing	W/F	0.0
Withdraw	W	----

Numerical Average	Letter Grade	Quality Points
Incomplete	I	----
Test Out	TO	----
Transfer of Credit	T	----

Course Policies

Behavioral Standards

Students are expected to abide by all public laws; to comply with the regulations and policies of the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. Respect for others in terms of language, demeanor, and attention to others while they are speaking is expected.

The College reserves the right to dismiss or suspend students for conduct which impedes, disrupts, or interferes with the orderly and continuous administration and operation of the College or any unit of the College. Attending EBI is not a right; it is a privilege.

As a part of its mission to prepare students for careers in the business and healthcare world, EBI requires students to dress in a manner that will create a positive self-image. Inappropriately dressed students may not be permitted to attend classes. Students in College externships are required to follow the participating organization's dress code.

No cell phone use or Internet access is allowed in the classroom unless permission is granted by the instructor and usage is course appropriate.

No eating or drinking in EBI's classroom laboratories (medical, business or technology), Library and Academic Achievement Center.

Attendance Policy

Attendance is mandatory and will be used when calculating participation/attendance. Class will begin promptly. Students who are late or absent are responsible to obtain lecture notes, assignments, and announcements after class, so as not to interfere with class time, or the work of fellow students. Along with the portfolio, one of the first questions a potential employer will ask the Career Services representative about is student attendance. Your attendance in the classroom directly represents your quality of potential work.

Students who do not attend classes after missing 14 consecutive calendar days or who fail to attend classes on a regular basis will be administratively dropped by the college. Since attendance is also used to verify enrollment for financial aid purposes, it is important that students attend classes on a regular basis to avoid loss of financial aid eligibility (student loans) and federal and state grants.

Make-Up Policy

When a student is absent, that student is responsible for making up missed class work. Make-up tests or quizzes _may_ be offered at the _instructor's discretion_ via ONE-STOP at the Library, and it is the student's responsibility to arrange a time at the librarian's convenience. One-Stop tests

and quizzes must be taken within one week of the date of absence; failure to make up work, quizzes, or exams in a timely manner may result in a 0 grade. There is no charge for make-up work.

Students will not be allowed to make up the Midterm or Final Examination for the course. Mid-term or Final Examinations may only be made up with approval from the Campus Director/Dean and appropriate documentation.

Academic Integrity/Plagiarism Rules
Elmira Business Institute is committed to supporting its mission to provide an educational ex-perience designed to develop professional competencies including developing habits of personal and professional integrity. The College expects all members of its community—students, faculty, and staff—to act honestly in all situations. Actions of Academic Dishonesty will not be tolerated. Academic Dishonesty "is any form of cheating and plagiarism which results in students giving or receiving unauthorized assistance in an academic assignment or receiving credit for work which is not their own." All students are expected to agree to a pledge of honesty concerning their aca-demic work, and faculty is expected to maintain the standards of that code. If you think it may be cheating, it probably is.

Please keep in mind that plagiarism includes:
- Copying another person's work and claiming credit for it
- Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source <u>whether or not it is a direct quotation</u>
- Incorrectly citing a source
- Failing to use quotation marks for a direct quote
- Improperly paraphrasing—both the <u>words</u> and the <u>structure</u> of your writing must differ from your source

Students will be given a complete policy the first day of class to review and sign.
For questions about plagiarism or assistance at any part of the writing process, please visit the Academic Achievement Center or Library.

Academic Support
Tutoring
Tutoring is available at a variety of times throughout the week. Please see the instructor for tutoring availability each week.

Academic Achievement Center
The Academic Achievement Center (AAC) hours are posted outside the door. The AAC Lab is the first stop for help for assignments, study skills, or writing for any course.

Academic Advising/Mentoring
Academic Advising/Mentoring is provided to each student throughout the semester. Staff or Faculty Mentors can facilitate student access to learning resources and answer basic questions regarding EBI academic programs and policies.

The Library

The Library supports the academic programs of the College and offers technology to assist student research in databases and on the Internet. A Librarian is available to assist in research and navigating our resources. Use the Library catalog (http://ebi.scoolaid.net/bin/home) to search for a book in the library, access databases and e-books, and find reference tools. Information is also available about community resources, including scholarships, part-time employment, child care, and transportation.

Course Schedule

Lesson#	Topic(s)
1	**Digestive System** • Name of organ, location, and function • Signs and symptoms of disease conditions affecting all systems • Abnormal conditions of system and treatment options
2	**Female Reproductive System** • External female reproductive structures • Internal female reproductive structures • Reproductive hormones • Important laboratory tests and procedures in OBGYN
3	**The Male reproductive system** • External male reproductive structures • Internal male reproductive structures • Male reproductive hormones • Abnormal conditions and infectious diseases that affect the system
4	**Blood and Circulation** • Hematopoiesis • Plasma • Formed elements • Hemodynamics • Hemostasis • Determining blood type • Blood vessels • Arterial and venous systems
5	**The Cardiovascular System** • Heart anatomy • The cardiac cycle • Heart sounds • Pathway of blood • The conduction system • Electrocardiogram

6	***The Lymphatic System*** • Lymphatic system components and functions • Disease defenses • Immune system responses and acquired (specific) immunities • Major Immune System disorders
7	***Musculoskeletal System*** • Process of bone formation and growth • Structure and function of bone joints and muscles
8	***Review and Midterm Examination***
9	***Integumentary System*** • Layers of the skin and accessory structure • Identify lesions and pathological condition
10	***The Endocrine System*** • Identify endocrine glands and their hormones • Additional Endocrine Glands and Tissues • Regulatory Mechanisms
11	***The Nervous System and Sensory Organs*** • Functions of the Nervous System • Cells of the Nervous System • Locations and functions of major parts of eyes and ears • Clinical procedures relating to the eyes and ears
12	***Pharmacology*** • Identify roots of drug administration • Differentiate classes of drugs and their actions
13	***Psychiatry*** • Identify psychiatric symptoms • Compare different types of therapy • Identify categories of psychiatric drugs
14	Review for Final Examination and Project Demonstrations
15	**Final examination**.

Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.

Revised February 2016 mzt

MIDTERM

Professionalism Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points   _____/100 points

Student's Signature: _____   Date: _____

7

FINAL

Professionalism Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points   _____/100 points

Name:_____

Presentation Rubric

	Grade	25	20	15	5
Presented Information		Information is very organized with clear main points	Information is organized with some main points.	Information is organized, but no main purpose.	The information appears to be disorganized.
Research		Information clearly relates to the main topic and from a reputable source and all accurately cited.	Information clearly relates to the main topic and from reputable sources, and one or two sources are not accurately cited.	Information is clearly related, but citation is poor.	Information has little or nothing to do with the main topic.
Group		The student participated in the group. The other students felt that the student had much to contribute to the presentation.	The student participated was good, but they could have been more involved in the presentation.	The student's participate was lacking. The student did not participate as a team.	The student had no involvement in the presentation. The student let the other team members do the work on the presentation.
Visual		No grammatical, spelling or punctuation errors. Is presented in a professional manner	Almost no grammatical, spelling or punctuation errors. Is presented in a professional manner	A few grammatical spelling or punctuation errors. Is presented in a somewhat professional manner.	Many grammatical, spelling, or punctuation errors. Is unprofessional.

Total points (out of 100):_____

Elmira Business Institute
Student Syllabus: Medical Billing (MED130)

Prerequisites: Medical Terminology (MED110)   **Course Credits: 3**

Course Description

This course is designed to introduce the student to the medical billing process as it relates to the medical insurance industry. The student will use procedural and diagnostic codes to complete insurance claim forms for a variety of insurance carriers. The student will learn the appropriate methods of gathering necessary information as it relates to the patient and the patient's record. The student will learn how to apply these methods appropriately to the CMS-1500 claim form. Consideration is given to the use of computers in processing the CMS-1500 claim forms, ethical and unethical practices, as well as, legal, illegal and denied claims.

Student Learning Outcomes

Upon completion of this course, students will be able to:
* Identify the major types of managed care organizations..
* Apply managed care policies and procedures, such as predetermination, precertification and preauthorization
* Understand and explain various inpatient and outpatient reimbursement methodologies.
* Demonstrate the use of the most current diagnostic and procedure coding classification systems through the completion of coding worksheets.
* Apply insurance claim guidelines through the completion of CMS-1500 insurance forms.

Career Portfolio for Workplace Skills Program

Your Career Portfolio for Workplace Skills material demonstrates your competency and skills in your chosen career field. The completed portfolio will allow you to present examples of abilities and relevant skills to prospective employers as evidence of career readiness.

Individual Career Portfolio course projects must be saved to be added to your on-line portfolio that will be created in Career Placement Seminar. It is your responsibility to keep these projects safe and secure.

Career Portfolio for Workplace Skills Project for MED130

The student's Career Portfolio Project assignment will be the completion of 10-20 CMS-1500 encounter forms from selected case studies from the textbook's Appendix A on the text.

Required Course Texts & Course Materials

Marie A. Moiso. *A Guide to Health Insurance Billing*. 4th ed. Clifton Park: Delmar, 2013. Print (ISBN: 9781285193595)
Buck, Carol MS, CPC-I, CPC, CPC-H, CCS-P. *2016 ICD-10-CM for Physicians, Volumes 1and 2. Maryland Heights:* Missouri: Elsevier, 2015. Print. (ISBN: 978622540495)
American Medical Association, Ed. *CPT 2016: Current Procedural Terminology, Professional Edition*. Chicago: American Medical Association, 2015. Print. (ISBN: 9781622022045)

Supplemental educational learning materials may include and are not limited to
Medical Insurance Coding Workbook Sheets (Supplemental given by instructor)

Assessment

Essay assignments and research projects will be evaluated on a standard grading rubric. Written examinations will be graded according to content (multiple choice, fill-in-the blank, short answer, and/or essay).

The instructor will endeavor to return student work product by the next official class period whenever possible. Essay and/or research projects will be returned as soon as all class projects have been graded.

Student Homework Policy Statement

Elmira Business Institute (EBI) syllabi contain assignments in alignment with the federal government's definition of appropriate, assigned homework for each credit hour. For each one-credit hour of classroom or direct faculty instruction, two hours of out-of-class student work will be assigned. (For example: A three-credit course will include an average of six (6) hours of homework each week.). For classes with laboratory or clinical work, a three-credit, four-hour class will include an average of six (6) hours of homework each week. For externships, each credit hour will include an average of three (3) hours of homework per week. Assignments are directly relevant to course objectives and learning outcomes and are included at the end of the syllabi. Each assignment will be graded and recorded by the instructor.

Evaluation

Assessment Type	% of Grade
Attendance/Professionalism	15%
Midterm/Final Examination	25%
Homework/Quizzes	20%
Competencies	40%
Total	**100%**

Grading Scheme

Numerical Average	Letter Grade	Quality Points
95-100	A	4.0
90-94	A-	3.7
86-89	B+	3.3
83-85	B	3.0
80-82	B-	2.7
76-79	C+	2.3
73-75	C	2.0
70-72	C-	1.7
68-69	D+	1.3
66-67	D	1.0
65	D-	0.7
0-64	F	0.0
Withdraw/Failing	W/F	0.0

Numerical Average	Letter Grade	Quality Points
Withdraw	W	----
Incomplete	I	----
Test Out	TO	----
Transfer of Credit	T	----

Course Policies

Behavioral Standards

Students are expected to abide by all public laws; to comply with the regulations and policies of the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. Respect for others in terms of language, demeanor, and attention to others while they are speaking is expected.

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and quizzes must be taken within one week of the date of absence; failure to make up work, quizzes, or exams in a timely manner may result in a 0 grade. There is no charge for make-up work.

Students will not be allowed to make up the Midterm or Final Examination for the course. Mid-term or Final Examinations may only be made up with approval from the Campus Director/Dean and appropriate documentation.

Academic Integrity/Plagiarism Rules
Elmira Business Institute is committed to supporting its mission to provide an educational ex-perience designed to develop professional competencies including developing habits of personal and professional integrity. The College expects all members of its community—students, faculty, and staff—to act honestly in all situations. Actions of Academic Dishonesty will not be tolerated. Academic Dishonesty "is any form of cheating and plagiarism which results in students giving or receiving unauthorized assistance in an academic assignment or receiving credit for work which is not their own." All students are expected to agree to a pledge of honesty concerning their aca-demic work, and faculty is expected to maintain the standards of that code. If you think it may be cheating, it probably is.

Please keep in mind that plagiarism includes:
- Copying another person's work and claiming credit for it
- Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source <u>whether or not it is a direct quotation</u>
- Incorrectly citing a source
- Failing to use quotation marks for a direct quote
- Improperly paraphrasing—both the <u>words</u> and the <u>structure</u> of your writing must differ from your source

Students will be given a complete policy the first day of class to review and sign.
For questions about plagiarism or assistance at any part of the writing process, please visit the Academic Achievement Center or Library.

Academic Support
Tutoring
Tutoring is available at a variety of times throughout the week. Please see the instructor for tutoring availability each week.

Academic Achievement Center
The Academic Achievement Center (AAC) hours are posted outside the door. The AAC Lab is the first stop for help for assignments, study skills, or writing for any course.

Academic Advising/Mentoring
Academic Advising/Mentoring is provided to each student throughout the semester. Staff or Faculty Mentors can facilitate student access to learning resources and answer basic questions regarding EBI academic programs and policies.

The Library

The Library supports the academic programs of the College and offers technology to assist student research in databases and on the Internet. A Librarian is available to assist in research and navigating our resources. Use the Library catalog (http://ebi.scoolaid.net/bin/home) to search for a book in the library, access databases and e-books, and find reference tools. Information is also available about community resources, including scholarships, part-time employment, child care, and transportation.

Course Schedule

Lesson#	Topic(s)
1	Introduction to class and Medical Billing-the Insurance Billing specialist: • Key Terms • Personal & Technical qualifications • Abbreviations • Educational, Certification, & Career Opportunities
2	Ethical and Legal Issues of Medical Billing: • Emancipated Minor • Embezzlement • Employer Liability • Guardianship & Power of Attorney • Malpractice • Negligence • Statute of Limitations • Subpoena of records • HIPAA • ROI • Insurance Fraud & Abuse Laws • Patient Protection & Affordable Care Act • Abbreviations
3	Introduction to Health Insurance: • Defining Health Insurance • Managed Care • Managed Care Organizations—PPO, EPO, HMO, IPA, POS • Health Insurance terminology • Fee for Service • Episode of care reimbursement • Capitation • Abbreviations

4	Blue Cross/Blue Shield: • General Information • Plans • Participating & Nonparticipating Providers • Provider Reimbursement • Claims Submission • Abbreviations
5	Medicare and Medicaid: • Part A • Part B • Part C • Part D • Other health plan choices • Fee Schedule • Correct Coding Initiative • Claims Submission • Processing Payments • Abbreviations • Medicaid Coverage • Medicaid Billing • Abbreviations
6	TRICARE/CHAMPVA and Workers' Compensation : • Benefits Programs • Deers Enrollment & Tricare Reimbursement • Tricare Billing • Fraud and Abuse • CHAMPVA • CHAMPVA Billing • Abbreviations • Federal Workers' Compensation Programs • Occupational Safety and Health • State-Sponsored WC Programs • WC Basics-eligibility, classification of injuries-disabilities, documentation requirements-progress reports • Abbreviations

7	Diagnostic Coding (ICD-10-CM): • Tabular List • Alphabetic Index • Official Guidelines for Coding and Reporting • General Coding Guidelines • Outpatient Services • Selection of Principle Diagnosis • Assigning Diagnostic Codes • Abbreviations
8	**Midterm**
9	Procedural Coding (CPT, HCPCS, and ICD-10-PCS): • CPT components, sections, appendices • Selection Guidelines • Evaluation and Management Section • Anesthesia Section • Surgery Section • Radiology Section • Pathology & Laboratory Section • Medicine Section • HCPCS-national codes, modifiers, Level II codes • Abbreviations
10	Developing an Insurance Claim: • New Patient Procedures • Patient Registration Form & Authorization • Patient Procedures • Primary & Secondary Insurance Policies • Clinical Assessment & Treatment • Patient Departure Procedures-New & Established • Assigning Numeric codes • Insurance Claims Processing • Credit & Collections • Abbreviations
11	CMS-1500 Completion Guidelines: • CMS-1500 Guidelines • CMS-1500 Patient Information • Treatment & Provider information • Common Errors • Abbreviations

12	Appendix A Case Studies-Superiorland Clinic Practice Model: • How to Access Appendix A-Manual and SimClaim • General Instructions & Hints for SimClaim
13	Electronic Claims Submission: • Options-Carrier-Direct, Clearinghouse • Interactive Communication • Processing Electronic Health Insurance Claims • Confidentiality & Electronic Claims Processing • Electronic Record Management • Abbreviations
14	UB-04 Completion Guidelines: • Hospital Reimbursement • Developing the Insurance ClaimUB-04(CMS-1450) Guidelines • Submitting the Insurance Claim • Abbreviations
15	**Final Examination**

Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.

Revised February 2016 mzt

Medical Billing (MED130) CMS-1500

Student: _____

Case Number _____

Content 90 Percent	Points Earned X/80	Additional Comments:
CMS-1500 claim form will be accurately and correctly display information from the source documents for the following sections of the form: • Patient information - FL 1-8 (20) • Insurance Information – FL 9-13 (20) • Diagnosis and Treatment Information – FL14-24. ICD-9-CM codes identified in FL 21 must prove the medical necessity of services listed in FL 24(20) • Provider Information – FL 25-33 (20)		
Mechanics and Presentation 10 Percent	Points Earned X/20	Additional Comments:
• If claim is a "clean" claim containing no errors – 10 pts • If claim has noncritical typographical errors – 8 pts • If claim has errors that would delay processing, such as wrong POS, wrong TOS, wrong number of units – 5 pts • If claim contains critical errors that would result in rejection – 0 pts • Form was completed using the SimsClaim program and is neatly presented. (Up to 10 points)		
	Total Earned	

The use of http://www.plagiarismchecker.com/ was used on this assignment: Yes____No___

Student Name_____

Semester_____**Instructor**_____

Medical Billing (2015 Standards)

Comp	Description of comp	CAAHEP Identifier	Date Achieved	Grade	Instructor sign off
39-3	Obtain accurate patient billing information	VII.P.3			
39-3	Inform patient of financial obligations for services rendered and display sensitivity when requesting payments	VII.P.4			
48-5	Demonstrate professionalism when discussing patient's billing records	VII.A.1			
48-5	Interact professionally with third party representatives	VIII.A.1			
47-3	Perform diagnostic coding	IX.P.2			
48-4	Complete an insurance claim form (CMS1500) – link diagnosis and procedure codes	VIII.P.4			
48-3	Obtain preauthorization or precertification including documentation	VIII.P.3			
47-2	Utilize medical necessity guidelines	IX.P.3			
48-2	Verify eligibility for services including documentation	VIII.P.2			
47-1	Perform procedural coding with thorough knowledge of : a) Modifiers b) Upcoding c) Bundling of charges	IX.P.1			
48-1	Interpret information on an insurance card	VIII.P.1			

	Define and compare the following types of plans:
	 a) Commercial plans
	 b) Government plans
	    i) Medicare
	    ii) Medicaid
	    iii) Tricare/champva
	 c) Managed Care plans				

All Competencies listed must have had a minimum of three attempts and have been completed with a grade of 85 or better.

Instructor Signature_____ **Date**_____

Medical Program Director Signature_____ **Date**_____

MIDTERM

Professionalism Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points   _____/100 points

Student's Signature: _____   Date: _____

FINAL

Professionalism Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points _____/100 points

Elmira Business Institute
Student Syllabus: Electronic Medical Record (MED131)

Prerequisites: Introduction to Computers (MIC110)   **Course Credits: 3**
Computer Applications (MIC120)
Medical Terminology (MED110)
Anatomy and Physiology (MED120)

Course Description

This course provides a thorough introduction to the history, theory, and potential benefits of electronic health records. The combination of text and EMR software provide a complete learning system. Hands-on exercises provide practical experience that leads to an understanding and a level of comfort with computerized medical records that can be applied directly to the healthcare workplace. Critical thinking and hands-on exercises build confidence by allowing students to apply what they have learned. This course will increase the likelihood that the student's knowledge will transfer easily to a commercial medical record system in use at any clinic or medical facility.

Student Learning Outcomes

Upon completion of this course, students will be able to:
● Define the concept of an electronic medical record
● Describe key issues related to privacy and security of Electronic Health Records
● Set up new patients, export patient lists, and edit patient information
● Set up new insurance companies
● Compose professional correspondence utilizing electronic technology
● Add patient notes to the schedule
● Describe the layout of an electronic chart
● Create office visit notes including SOAP note documentation
● Describe how to order laboratory, imaging, and diagnostic tests
● Perform accounts receivable procedures to patient accounts including charges, payments, and adjustments

Career Portfolio for Workplace Skills Program

Your Career Portfolio for Workplace Skills material demonstrates your competency and skills in your chosen career field. The completed portfolio will allow you to present examples of abilities and relevant skills to prospective employers as evidence of career readiness.

Individual Career Portfolio course projects must be saved to be added to your on-line portfolio that will be created in Career Placement Seminar. It is your responsibility to keep these projects safe and secure.

Career Portfolio for Workplace Skills Project for MED131
The Career Portfolio Project for this course will be the work product from the individual student's medical competencies. The Project will represent the students skill set in an office setting.

Required Course Texts & Course Materials

Bonewit-West, K., Hunt, S., & Applegate, E. 2016. *Today's Medical Assistant, Clinical and Administrative Procedures*. 3rd Ed. St. Louis: Elsevier.   (ISBN: 9780323311274)

SimChart for the Medical Offie; Learning the Medical Office Workflow. 216. St Louis: Elsevier. (ISBN 9780323394239)

Supplemental educational learning materials may include and are not limited to

American Medical Association, Ed. *CPT 2012: Current Procedural Terminology, Professional Edition*. Chicago: American Medical Association, 2011. Print. (ISBN: 9781603592178)

Assessment

Medical Assisting students are required to practice each competency a minimum of three times prior to the actual testing of the competency. Students are allowed two attempts to pass each competency. A minimum score of 85 percent is necessary to pass the individual competency. A minimum grade of a "C" is required to pass the course. Documentation will be housed in the student's academic file."

Student Homework Policy Statement

Elmira Business Institute (EBI) syllabi contain assignments in alignment with the federal government's definition of appropriate assigned homework for each credit hour. For each one credit hour of classroom or direct faculty instruction, two hours of out-of-class student work will be assigned. (For example, a three credit course will include an average of 6 hours of homework each week for 15 weeks). For classes with lab or clinical work, a three credit, four hour class will include an average of 6 hours of homework each week. For externships, each credit hour will include an average of 3 hours of homework per week. Assignments are directly relevant to course objectives and learning outcomes and are included at the end of the syllabi. Each assignment will be graded and recorded by the instructor.

Evaluation

Assessment Type	% of Grade
Attendance/Professionalism	15%
Midterm/Final Examination	25%
Homework/Quizzes	20%
Competencies	40%
Total	100%

Grading Scheme

Numerical Average	Letter Grade	Quality Points
95-100	A	4.0
90-94	A-	3.7
86-89	B+	3.3
83-85	B	3.0
80-82	B-	2.7
76-79	C+	2.3
73-75	C	2.0
70-72	C-	1.7
68-69	D+	1.3
66-67	D	1.0

Numerical Average	Letter Grade	Quality Points
65	D-	0.7
0-64	F	0.0
Withdraw/Failing	W/F	0.0
Withdraw	W	----
Incomplete	I	----
Test Out	TO	----
Transfer of Credit	T	----

Course Policies

Behavioral Standards

Students are expected to abide by all public laws; to comply with the regulations and policies of the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. Respect for others in terms of language, demeanor, and attention to others while they are speaking is expected.

The College reserves the right to dismiss or suspend students for conduct which impedes, disrupts, or interferes with the orderly and continuous administration and operation of the College or any unit of the College. Attending EBI is not a right; it is a privilege.

As a part of its mission to prepare students for careers in the business and healthcare world, EBI requires students to dress in a manner that will create a positive self-image. Inappropriately dressed students may not be permitted to attend classes. Students in College externships are required to follow the participating organization's dress code.

No cell phone use or Internet access is allowed in the classroom unless permission is granted by the instructor and usage is course appropriate.

No eating or drinking in EBI's classroom laboratories (medical, business or technology), Library and Academic Achievement Center.

Attendance Policy

Attendance is mandatory and will be used when calculating participation/attendance. Class will begin promptly. Students who are late or absent are responsible to obtain lecture notes, assignments, and announcements after class, so as not to interfere with class time, or the work of fellow students. Along with the portfolio, one of the first questions a potential employer will ask the Career Services representative about is student attendance. Your attendance in the classroom directly represents your quality of potential work.

Students who do not attend classes after missing 14 consecutive calendar days or who fail to attend classes on a regular basis will be administratively dropped by the college. Since attendance is also used to verify enrollment for financial aid purposes, it is important that students attend classes on a regular basis to avoid loss of financial aid eligibility (student loans) and federal and state grants.

Make-Up Policy

When a student is absent, that student is responsible for making up missed class work. Make-up tests or quizzes *may* be offered at the *instructor's discretion* via ONE-STOP at the Library, and it is the student's responsibility to arrange a time at the librarian's convenience. One-Stop tests and quizzes must be taken within one week of the date of absence; failure to make up work, quizzes, or exams in a timely manner may result in a 0 grade. There is no charge for make-up work.

Students will not be allowed to make up the Midterm or Final Examination for the course. Midterm or Final Examinations may only be made up with approval from the Campus Director/Dean and appropriate documentation.

Academic Integrity/Plagiarism Rules

Elmira Business Institute is committed to supporting its mission to provide an educational experience designed to develop professional competencies including developing habits of personal and professional integrity. The College expects all members of its community—students, faculty, and staff—to act honestly in all situations. Actions of Academic Dishonesty will not be tolerated. Academic Dishonesty "is any form of cheating and plagiarism which results in students giving or receiving unauthorized assistance in an academic assignment or receiving credit for work which is not their own." All students are expected to agree to a pledge of honesty concerning their academic work, and faculty is expected to maintain the standards of that code. If you think it may be cheating, it probably is.

Please keep in mind that plagiarism includes:

- Copying another person's work and claiming credit for it
- Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source whether or not it is a direct quotation
- Incorrectly citing a source
- Failing to use quotation marks for a direct quote
- Improperly paraphrasing—both the words and the structure of your writing must differ from your source

Students will be given a complete policy the first day of class to review and sign.
For questions about plagiarism or assistance at any part of the writing process, please visit the Academic Achievement Center or Library.

Academic Support

Tutoring

Tutoring is available at a variety of times throughout the week. Please see the instructor for tutoring availability each week.

Academic Achievement Center

The Academic Achievement Center (AAC) hours are posted outside the door. The AAC Lab is the first stop for help for assignments, study skills, or writing for any course.

Academic Advising/Mentoring

Academic Advising/Mentoring is provided to each student throughout the semester. Staff or Faculty Mentors can facilitate student access to learning resources and answer basic questions regarding EBI academic programs and policies.

The Library

The Library supports the academic programs of the College and offers technology to assist student research in databases and on the Internet. A Librarian is available to assist in research and navigating our resources. Use the Library catalog (http://ebi.scoolaid.net/bin/home) to search for a book in the library, access databases and e-books, and find reference tools. In-formation is also available about community resources, including scholarships, part-time employment, child care, and transportation.

Course Schedule

Lesson#	Topic(s)
1	***Chapter 42: Scheduling Appointments*** • Introduction and Guidelines for Appointment Scheduling • Types of Scheduling • Scheduling Referral Appointments, Diagnostic Tests, Procedures, and Admissions
2	***Chapter 46: Managing Practice Finances*** • Maintaining Patient Accounts • Banking Activities • Accounts Payables • Petty Cash
3	***Chapter 49: Billing and Collections*** • Billing Cycle and the Process • Billing Problems • Account Aging • Collection Activities
4	***Chapter 50: The Medical Assistant as the Medical Office Manager*** • Maintaining the Office • Routine Maintenance • Patient and Employee Safety • Maintaining Equipment • Preparing Payroll • Managing Schedules.
5	***Sim Chart for the Medical Office Lessons 1-10*** • Students will learn how to schedule patient appointments, prepare appointment reminder letters, prepare return to work certificates, complete medical records release forms, incident reports, and office memorandums.
6	***Sim Chart for the Medical Office Lessons 16, 18, 21-23*** • -Review scheduling, and create new patient forms. Practice ordering x rays and procedures.

7	***Sim Chart for the Medical Office Lessons 31-33, 35, 37-38*** • -Document immunizations and schedule follow up appointments. Document allergies and medications, prepare prescription refills, and document patient education. .
8	**Midterm Examination**
9	***Sim Chart for the Medical Office Lessons 45, 47-52*** • Document in progress notes and create orders, document lab results and preventative services, and document a phone encounter.
10	***Sim Chart for the Medical Office Lessons 62-64, 66-67*** • Document chief complaint in progress notes and submit superbill. Update patient ledgers, submit claim forms, and submit insurance claims tracer.
11	***Sim Chart for the Medical Office Lessons 72-76*** • Document orders, complete superbills, complete claims and post payments to patient ledgers. Prepare patient statements, and update day sheets.
12	***Sim Chart for the Medical Office Lessons 85-90*** • Review of documentation, superbills, ledgers, and payment posting. Post insurance payments to ledger.
13	***Sim Chart for the Medical Office Lessons 96-99*** • Complete superbill and payment process. Complete referral form, and review documentation. Create bank deposit slips, and record transactions on the day sheet.
14	***Sim Chart for the Medical Office Lessons 105-110*** • Document Neurological status exam and patient education. Generate a prior authorization, document tests, prescriptions, and create superbills.
15	**Final Examination**

Please note: Changes to lessons may be made at the discretion of the instructor throughout the semester.

Revised February 2016 mzt

Student Name_____

Semester_____Instructor_____

Electronic Medical Records Competency (2015 Standards)

Comp	Description of comp	CAAHEP	Date Achieved	Grade	Instructor sign off	Assignment with Documentation
10-1	Manage Appointment Scheduling Using Established Priorities	VI.P.1				
10-1	Display sensitivity when managing appointments	VI.A.1				
10-5	Document Patient Care Accurately in the Medical Record	X.P.3				
11-1	Create and Organize a Patient's Medical Record	VI.P.3 VI.P.4				
12-3	Perform an Inventory with Documentation	VI.P.9				
13-1	Compose Professional Correspondence to a Patient Utilizing Electronic Technology	V.P.8				
15-1	Utilize an EMR	VI.P.6				
22-1	Use a computerized office billing systems to : a) Perform billing procedures b) Obtain accurate patient billing information	VII.P.1				
22-2	Post Entries on a Day Sheet	VII.P.1 a, b, c				
22-3	Perform accounts receivable procedures to patient accounts including posting: a) Charges b) Payments c) Adjustments	VII.P.1 a, b, c				
23-2	Prepare a Bank Deposit	VII.P.2				
	Complete an incident report related to a patient					

All Competencies listed must have had a maximum of two attempts and have been completed with a grade of 85 or better.

Instructor Signature_____ **Date**_____

Medical Program Director Signature_____ **Date**_____

MIDTERM

Professionalism **155th** Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points _____/100 points

Student's Signature: _____   Date: _____

8

FINAL

Professionalism Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points   _____/100 points

9

**Elmira Business Institute
Student Syllabus: Introduction to the U.S. Healthcare System (MED140)**

Prerequisites: None   **Course Credits: 3**

Course Description

Introduction to the U.S. Health Care System presents the necessary information to understand the world of medical billing and coding. Topics discussed include the organizational structure of the U.S. Health Care System, the various health care services available, health insurance, ethics, and legal issues. This course will also compare the U.S. Health Care System with health care system around the world.

Student Learning Outcomes

Upon completion of this course, students will be able to:
* Compare and contrast the U.S. health care system with other health care systems.
* Demonstrate an understanding of health care financing.
* Compare and contrast the various managed care organizations.
* Examine health care ethics issue.
* Evaluate a health care entity through an in-depth research project.
* Discuss current changes in the health care system.

Career Portfolio for Workplace Skills Program

Your Career Portfolio for Workplace Skills material demonstrates your competency and skills in your chosen career field. The completed portfolio will allow you to present examples of abilities and relevant skills to prospective employers as evidence of career readiness.

Individual Career Portfolio course projects must be saved to be added to your on-line portfolio that will be created in Career Placement Seminar. It is your responsibility to keep these projects safe and secure.

Career Portfolio for Workplace Skills Project for MED140

The Career Portfolio Project for the course will be a five to seven page essay on a local/regional health care entity. The student will choose the topic; however, the topic MUST have been covered throughout the course. The essay MUST be completed in MLA Format, cover page, in-text citations, and reference page with a minimum of three academic/credible sources.

Required Course Texts & Course Materials

Barsukiewicz, Camilla K.; Marshall W. Raffel; and Norma K. Raffel. *The U.S. Health System: Origins and Functions*. 6th ed. Clifton Park: Delmar, Print. (ISBN: 9781418052980)

Supplemental educational learning materials may include and are not limited to
American Academy of Professional Coders, Ed. *Coding Edge* (2013). Print.
American Association of Medical Assistants, Inc., Ed. *CMA Today* (2013). Print.
Centers for Medicare & Medicaid Services. U.S. Department of Health and Human Services, 2013. Web. 8 Aug 2013. <http://www.cms.gov/>.
Other sources available on Infotrac Database, such as *Health Data Management*

Assessment

Essay assignments and research projects will be evaluated on a standard grading rubric. Written examinations will be graded according to content (multiple choice, fill-in-the blank, short answer, and/or essay).

The instructor will endeavor to return student work product by the next official class period whenever possible. Essay and/or research projects will be returned as soon as all class projects have been graded.

Student Homework Policy Statement

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Evaluation

Assessment Type	% of Grade
Attendance/Professionalism	15%
Chapter Quizzes/Tests	25%
Case Studies/Homework	15%
Career Portfolio Project	15%
Mid-Term/Final Examinations	30%
Total	**100%**

Grading Scheme

Numerical Average	Letter Grade	Quality Points
95-100	A	4.0
90-94	A-	3.7
86-89	B+	3.3
83-85	B	3.0
80-82	B-	2.7
76-79	C+	2.3
73-75	C	2.0
70-72	C-	1.7
68-69	D+	1.3
66-67	D	1.0
65	D-	0.7
0-64	F	0.0
Withdraw/Failing	W/F	0.0
Withdraw	W	----

Numerical Average	Letter Grade	Quality Points
Incomplete	I	----
Test Out	TO	----
Transfer of Credit	T	----

Course Policies

Behavioral Standards

Students are expected to abide by all public laws; to comply with the regulations and policies of the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. Respect for others in terms of language, demeanor, and attention to others while they are speaking is expected.

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and quizzes must be taken within one week of the date of absence; failure to make up work, quizzes, or exams in a timely manner may result in a 0 grade. There is no charge for make-up work.

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Please keep in mind that plagiarism includes:

- Copying another person's work and claiming credit for it
- Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source whether or not it is a direct quotation
- Incorrectly citing a source
- Failing to use quotation marks for a direct quote
- Improperly paraphrasing—both the words and the structure of your writing must differ from your source

Students will be given a complete policy the first day of class to review and sign.
For questions about plagiarism or assistance at any part of the writing process, please visit the Academic Achievement Center or Library.

Academic Support

Tutoring
Tutoring is available at a variety of times throughout the week. Please see the instructor for tutoring availability each week.

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Course Schedule

Lesson #	Topic(s)
1	*Introduction to the course:* syllabi, course content, first day logistics *Introduction*
2	*Health Care Costs* • Trends in the cost of health care • Reasons for the rising cost of health care • Effects of the rising cost of health care • Efforts to stem the rising cost of health care
3	*Paying for Health Care Services* • Trends in the cost of health care • Reasons for the rising cost of health care • Effects of the rising cost of health care • Efforts to stem the rising cost of health care
4	*Health Status and Health Care Utilization* • The major causes of death and disability in developed countries of the world • The major causes of death and disability in the United States • Utilization rates of various types of health care in the United States • Theories of health care utilization • Disparities in access to health care services across demographic groups in the United States
5	*Medical Education* • The history of medical education • The difference between undergraduate and graduate medical education • How medical education is financed • The determination of physician competency through licensing and certification • Current trends in medical education
6	*Professions in Health Care* • The multiple participants in the provision of direct and indirect patient care • The differences in training and credentialing of health care service providers • The tensions that may exist among health care service providers • The difficulties in coordinating care among various providers, given cost and payment restrictions

7	*Ambulatory Care* • The definition of ambulatory care • The variety of settings for the delivery of ambulatory care The importance of ambulatory care services as a part of the U.S. health care system
8	**Midterm Examination**
9	*Hospitals* • The historic development of hospitals • Characteristics and functions of hospitals • Developments in the health care environment that have imposed changes on hospital functions • The response of hospitals to environmental changes • Competitive and regulatory influences on hospitals
10	*Mental Health Services* • The range of services encompassing the mental health system • The history of the development of mental health services • The difficulties the mental health sector of health care faces
11	*Long-Term Care* • The differentiation of long-term care from other types of health care services • The history of long-term care in the United States • The various payment mechanisms that influence access to and delivery of long-term care services • The variety of new approaches to long-term care delivery currently available
12	*Public Health-The Health of the Community* • To understand the history of the U.S. public health system • To understand the transition of public health to community health • To introduce the concept of health care safety nets • To understand the role of public health in emergency readiness
13	*Information Management System* • Why health care organizations feel the need to develop information systems in the clinical setting, particularly an electronic medical record • The variety of approaches to information systems in health care • The difficulties encountered in adopting and maintaining health information management systems • The continuing need to develop health information management systems

14	*Current Issues in Health Care Delivery* • The importance of quality of care • The need for outcomes measurement • Innovative approaches that organizations take to address issues of quality of care • The challenges of health care reform
15	**Final Exam**

Please note: Changes to the lessonss may be made at the discretion of the instructor throughout the semester.

Revised February 2016 mzt

Introduction to the U.S. Healthcare System (MED140): VISIONS PROJECT: Essay on a Health Care Entity Rubric
• Must have a title page with name of health care entity, your name, instructors name, class, and date.
• Must be at least 5-7 pages.
• Typed, Double-spaced, 12 point font, in-text citations.
• Must have a Works Cited page with at minimum of 3 sources.

Introduction to Health Care/MED140: VISIONS PROJECT: Essay on a Health Care Entity Rubric

	Excellent: 4 points	**Average: 3 points**	**Fair: 2 points**	**Poor: 1 point**	**Score:**
Content and Completeness: **(5-7 pages)** Introduction, all questions answered about health care entity chosen, and conclusion	Student goes beyond the requirement of the project. Introduction, conclusion, and all questions answered above and beyond. (8+ pages)	Student meets the upper end of the requirement (7 pages)	Student has 5 full pages.	Student has less than 5 full pages	
Grammar:	Excellent control of grammar and style.	Average control of grammar and style with no more than 6 mistakes in the whole project.	Fair control of grammar and style with no more than 10 mistakes in the whole project.	Poor control of grammar and style with no more than 14 mistakes in the whole project.	
Resources: **(3 minimum)**	Student uses **more sources** than are required, and sources used are **all academic and scholarly**.	Student uses the required number of sources but some may be non-academic.	Student uses less than the required number of sources and some are non-academic.	Student uses all non-academic sources.	
MLA:	MLA style is exemplary and used consistently throughout the essay.	MLA style is used throughout the essay but exhibits 4-5 errors.	MLA style is used inconsistently throughout the essay; 6-7 MLA errors are noted.	MLA style is poorly demonstrated. More than 8-10 MLA errors are noted.	

Total Points: _____/16
Revised 4-7-13

Comments:

	A
	B
	C
	D
(or one of the automatic failures)	F

The use of http://www.plagiarismchecker.com/ was used on this assignment: Yes_____No_____

MIDTERM

Professionalism **Rubric**

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points   _____/100 points

Student's Signature: _____   Date: _____

9

FINAL

Professionalism Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points _____/100 points

Elmira Business Institute
Student Syllabus: Professional Medical Coding I (MED150)

Prerequisites: Medical Terminology (MED110)   **Course Credits: 3**

Course Description
This course is designed to provide the individual with a comprehensive level of diagnostic coding education. The student will be introduced to general healthcare compliance matters, coding ethics and standards. Furthermore, the student will be introduced to fundamental guidelines of diagnostic codes to services related to diseases and conditions of all systems. Participants will have a working knowledge of coding conventions and the proper steps to code correctly. In addition, the student will be introduced to properly coding procedures in ICD-10 as related to inpatient hospital services. The student will demonstrate an understanding of Medicare and Third-party carrier laws and guidelines, and physician's documentation requirements.

Student Learning Outcomes

Upon completion of this course, students will be able to:

- To identify key terms relating to healthcare compliance and coding. The student will understand coding ethics, standards and the importance of following a compliance program.
- Understand all aspects of ICD-10 coding conventions, guidelines, and use of the manual.
- Justify the selection and assignment of diagnostic codes.
- Demonstrate an understanding of the terminology that pertains to correct documentation standards. The student will gain a working knowledge of the anatomy and terminology associated with the systems and will demonstrate their ability to choose appropriate ICD-10 codes.
- Relate the documentation of office notes, operative notes and ancillary services to correct codes.

Individual Career Portfolio course projects must be saved to be added to your on-line portfolio that will be created in Career Placement Seminar. It is your responsibility to keep these projects safe and secure.

Career Portfolio for Workplace Skills Program

Your Career Portfolio for Workplace Skills material demonstrates your competency and skills in your chosen career field. The completed portfolio will allow you to present examples of abilities and relevant skills to prospective employers as evidence of career readiness.

Career Portfolio for Workplace Skills Project for MED150
The Career Portfolio Project for this course is completion of 210 coding questions. The students will assign codes by interpreting general ICD-10-CM diagnosis coding guidelines. They will interpret abbreviations and lab values to assign ICD-10-CM codes. Guidelines, rubric and completion date will be given on the 2nd week of class.

Required Course Texts & Course Materials

Bowie, Mary Jo, Regina Schaffer, RHIA, RHIT *Understanding ICD-10-CM Coding and ICD-10-PCS: A Worktext. 1*st ed. Clifton Park: Delmar 2014. Print. (ISBN: 9781435481589)

Buck, Carol MS, CPC-I, CPC, CPC-H, CCS-P. *2016 ICD-10-CM for Physicians, Volumes 1and 2* Missouri*:* Elsevier, 2014. Print. (ISBN: 9781133961031)

American Medical Association, Ed. *CPT 2016: Current Procedural Terminology, Professional Edition*. Chicago: American Medical Association, 2014. Print. (ISBN: 9781622022045)

Supplemental educational learning materials may include and are not limited to

Newby, Cynthia CPC, CPC-P *Medical Coding Workbook for Physician Practices and Facilities,* 2015-2016 New York: McGraw-Hill. Print. (ISBN: 9780077862152)

Taber, Clarence Wilber, 1870-1968. *Taber's Cyclopedia Medical Dictionary*. 22nd ed. Philadelphia: F.A. Davis, 2013. Print. (ISBN: 9780803629783)

Assessment

Essay assignments and research projects will be evaluated on a standard grading rubric. Written examinations will be graded according to content (multiple choice, fill-in-the blank, short answer, and/or essay).

The instructor will endeavor to return student work product by the next official class period whenever possible. Essay and/or research projects will be returned as soon as all class projects have been graded.

Student Homework Policy Statement

Elmira Business Institute (EBI) syllabi contain assignments in alignment with the federal government's definition of appropriate, assigned homework for each credit hour. For each one-credit hour of classroom or direct faculty instruction, two hours of out-of-class student work will be assigned. (For example: A three-credit course will include an average of six (6) hours of homework each week.). For classes with laboratory or clinical work, a three-credit, four-hour class will include an average of six (6) hours of homework each week. For externships, each credit hour will include an average of three (3) hours of homework per week. Assignments are directly relevant to course objectives and learning outcomes and are included at the end of the syllabi. Each assignment will be graded and recorded by the instructor.

Evaluation

Assessment Type	% of Grade
Attendance/Professionalism	15%
Assignments	25%
Examinations	40%
Mid-Term/Final Examinations	20%
Total	100%

Grading Scheme

Numerical Average	Letter Grade	Quality Points
95-100	A	4.0
90-94	A-	3.7
86-89	B+	3.3
83-85	B	3.0
80-82	B-	2.7
76-79	C+	2.3
73-75	C	2.0
70-72	C-	1.7
68-69	D+	1.3
66-67	D	1.0
65	D-	0.7
0-64	F	0.0
Withdraw/Failing	W/F	0.0
Withdraw	W	----
Incomplete	I	----
Test Out	TO	----
Transfer of Credit	T	----

Course Policies

Behavioral Standards

Students are expected to abide by all public laws; to comply with the regulations and policies of the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. Respect for others in terms of language, demeanor, and attention to others while they are speaking is expected.

The College reserves the right to dismiss or suspend students for conduct which impedes, disrupts, or interferes with the orderly and continuous administration and operation of the College or any unit of the College. Attending EBI is not a right; it is a privilege.

As a part of its mission to prepare students for careers in the business and healthcare world, EBI requires students to dress in a manner that will create a positive self-image. Inappropriately dressed students may not be permitted to attend classes. Students in College externships are required to follow the participating organization's dress code.

No cell phone use or Internet access is allowed in the classroom unless permission is granted by the instructor and usage is course appropriate.

No eating or drinking in EBI's classroom laboratories (medical, business or technology), Library and Academic Achievement Center.

Attendance Policy

Attendance is mandatory and will be used when calculating participation/attendance. Class will begin promptly. Students who are late or absent are responsible to obtain lecture notes, assignments, and announcements after class, so as not to interfere with class time, or the work of fellow

students. Along with the portfolio, one of the first questions a potential employer will ask the Career Services representative about is student attendance. Your attendance in the classroom directly represents your quality of potential work.

Students who do not attend classes after missing 14 consecutive calendar days or who fail to attend classes on a regular basis will be administratively dropped by the college. Since attendance is also used to verify enrollment for financial aid purposes, it is important that students attend classes on a regular basis to avoid loss of financial aid eligibility (student loans) and federal and state grants.

Make-Up Policy
When a student is absent, that student is responsible for making up missed class work. Make-up tests or quizzes *may* be offered at the *instructor's discretion* via ONE-STOP at the Library, and it is the student's responsibility to arrange a time at the librarian's convenience. One-Stop tests and quizzes must be taken within one week of the date of absence; failure to make up work, quizzes, or exams in a timely manner may result in a 0 grade. There is no charge for make-up work.

Students will not be allowed to make up the Midterm or Final Examination for the course. Midterm or Final Examinations may only be made up with approval from the Campus Director/Dean and appropriate documentation.

Academic Integrity/Plagiarism Rules
Elmira Business Institute is committed to supporting its mission to provide an educational experience designed to develop professional competencies including developing habits of personal and professional integrity. The College expects all members of its community—students, faculty, and staff—to act honestly in all situations. Actions of Academic Dishonesty will not be tolerated. Academic Dishonesty "is any form of cheating and plagiarism which results in students giving or receiving unauthorized assistance in an academic assignment or receiving credit for work which is not their own." All students are expected to agree to a pledge of honesty concerning their academic work, and faculty is expected to maintain the standards of that code. If you think it may be cheating, it probably is.

Please keep in mind that plagiarism includes:
- Copying another person's work and claiming credit for it
- Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source whether or not it is a direct quotation
- Incorrectly citing a source
- Failing to use quotation marks for a direct quote
- Improperly paraphrasing—both the words and the structure of your writing must differ from your source

Students will be given a complete policy the first day of class to review and sign.
For questions about plagiarism or assistance at any part of the writing process, please visit the Academic Achievement Center or Library.

Academic Support

Tutoring
Tutoring is available at a variety of times throughout the week. Please see the instructor for tutoring availability each week.

Academic Achievement Center
The Academic Achievement Center (AAC) hours are posted outside the door. The AAC Lab is the first stop for help for assignments, study skills, or writing for any course.

Academic Advising/Mentoring
Academic Advising/Mentoring is provided to each student throughout the semester. Staff or Faculty Mentors can facilitate student access to learning resources and answer basic questions regarding EBI academic programs and policies.

The Library
The Library supports the academic programs of the College and offers technology to assist student research in databases and on the Internet. A Librarian is available to assist in research and navigating our resources. Use the Library catalog (http://ebi.scoolaid.net/bin/home) to search for a book in the library, access databases and e-books, and find reference tools. Information is also available about community resources, including scholarships, part-time employment, child care, and transportation.

Course Schedule

Lesson #	
1	*Introduction to Coding and Coding Professions* • Professional Coding • History of ICD-10-CM Coding • Health Insurance Portability and Accountability Act of 1996 • Professional Coding Associations • Employment Opportunities for Coders
2	*An Overview of ICD-10-CM* • ICD-10-CM Coding Book Format • Index to Diseases and Injuries • Index to External Causes of Injury • Tabular List of Diseases and Injuries
3	*ICD-10-CM Coding Conventions* • Convention Types • Instructional Notations • Punctuation Marks • Abbreviations • Symbols *Steps in Diagnostic Code Selection* • Documentation Essentials • Steps in Coding

4	*Coding Guidelines* • Section I-ICD-10-CM Conventions, General Coding Guidelines, and Chapter-Specific Guidelines • Section II-Selection of Principal Diagnosis • Section III-Reporting Additional Diagnoses • Section IV-Diagnostic Coding and Reporting Guidelines for Outpatient Services *Infectious and Parasitic Diseases* • Key Terms • Introduction to Body Systems • Coding of Infectious and Parasitic Diseases
5	*Neoplasms* • Key Terms • Introduction to the Body System • Coding of Neoplasms • Neoplasm Table • Sequencing of Codes • Complications Associated with Neoplasms *Diseases of the Blood and Blood-Forming Organs* • Key Terms • Introduction to the Body Systems • Coding of Diseases of the Blood and Blood-Forming Organs
6	*Endocrine, Nutritional, and Metabolic Disorders and Immunity Disorders* • Key Terms • Introduction to the Body System • Coding of Endocrine, Nutritional, and Metabolic Diseases and Immunity Disorders *Mental, Behavioral and Neurodevelopmental Disorders* • Key Terms • Sequencing of Codes for Alcohol and Drug Abuse and Dependence • Coding of Mental Disorders
7	*Diseases of Nervous System and Sense Organs* • Key Terms • Introduction to the Body System • Coding of the Diseases of the Central Nervous System *Disorders of the Eye and Adnexa* • Key Terms • Introduction to the Body System • Anatomy of the Eye • Coding of Disorders of the Eye and Adnexa

8	*Diseases of the Ear and Mastoid Process* • Key Terms • Introduction to the Body System • Anatomy of the Ear • Coding for the Respiratory System **Midterm Exam**
9	*Diseases of the Circulatory System* • Key Terms • Introduction to the Body System • Coding for the Circulatory System *Diseases of the Respiratory System* • Key Terms • Introduction to Body System • Cody of the Respiratory System
10	*Digestive System* • Key Terms • Introduction to the Body System • Coding of Digestive System *Diseases of the Skin and Subcutaneous Tissue* • Key Terms • Introduction to the Body System • Coding of Diseases of the Skin and Subcutaneous System
11	*Diseases of the Musculoskeletal System and Connective Tissue* • Key Terms • Introduction to the Body System • Coding Diseases of the Musculoskeletal System and Connective Tissue *Genitourinary System* • Key Terms • Introduction to the Body System • Coding of Genitourinary System

12	*Pregnancy, Childbirth and the Puerperium*
	   • Key Terms
	   • Introduction of the Body System
	   • Coding of Pregnancy, Childbirth and the Puerperium
	Certain Conditions Originating in the Perinatal Period
	   • Key Terms
	   • Coding Guidelines for Certain Conditions Originating in the Perinatal Period
	Congenital Malformations, Deformations and Chromosomal Abnormalities
	   • Key Terms
	   • Introduction to the Body System
	   • Coding Congenital Malformations, Deformations and Chromosomal Abnormalities

13	*Symptoms, Signs and Abnormal Clinical Findings*
	   • Key Terms
	   • Coding Symptoms, Signs and Abnormal Clinical Findings NEC
	Injury, Poisoning and Certain Other Consequences of External Causes
	   • Key Terms and Terminology
	   • Coding Guidelines

14	*External Causes of Morbidity*
	   • Key Terms
	   • Coding External Cause of Morbidity
	Factors Influencing Health Status and Contact with Health Services
	   • Key Terms
	   • Coding Guidelines for Z Codes
	Comprehensive Review

15	**Comprehensive Final Examination**

Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.

Revised February 2016

General Information about Composing a Case Analysis

In general, a case study analysis should be organized to deal with the following items:
1. Concise, chronological restatement of the history, background, and important facts of the situation.
2. Identification of major problem(s) and issues – clearly state what the problem(s) and issues are as you interpret the case.
3. Analysis of the problem(s) – list the factors contributing to the problem(s) you have identified; that is, identify why the problem exists.
4. Possible outcomes/solution(s) – State your recommendations for dealing with the problem(s) and issues you have identified.

Adapted from http://pages.towson.edu/aclardy/ORG%20BEH%20SYL.htm

Alternate Rubric for Evaluating Case Analysis
Case Analysis Evaluation   100 Points

	Above average	Average	Below average	Points
Proper Case Analysis Format (10 points)	Follows format successfully	Follows format most of the time	Does not follow format consistently	
Content – Analysis (35 points)	Gives own analysis beyond any study questions offered	Gives some analysis	Little to no analysis- only repeats case material	
Content – Support (30 points)	Offers concrete examples and relevant support	Needs more concrete examples and/or relevant support	Selects irrelevant or ineffective examples	
Organization- Effective, Persuasive (15 points)	Connects sentences and paragraphs logically to convey ideas clearly	Connects sentences/paragraphs logically on an inconsistent basis, but main ideas are discernible	Does not connect sentences/paragraphs logically – ideas are unclear	
Writing- Effective Style/Grammar/Mechanics (10 points)	Avoids irrelevant wordiness, jargon, clichés, and uses proper grammar, spelling, and punctuation. Uses professional tone.	Uses irrelevant wordiness, jargon, clichés. Need for more professional tone. Has several grammar, spelling, or punctuation errors.	Uses extensive wordy, redundant, and vague language. Overuses jargon and clichés. Makes numerous grammar, spelling, or punctuation errors.	

Adapted from www.cpcc.edu/learningcollege/learning-outcomes/rubrics/rubric_for_case_studies.doc

The use of http://www.plagiarismchecker.com/ was used on this assignment: Yes____No____

Professional Medical Coding I (MED 150) VISIONS Project

For the VISIONS Project, the student will be given a worksheet consisting of 210 questions related to code selection for various scenarios. This worksheet will serve to demonstrate the student's ability to identify, code, and sequence procedures and services for a variety of settings. Some questions are simple one or two line descriptions that will require the student to identify the correct code from the ICD-10-CM systems. Other questions will require the student to read excerpts from a patient's medical record to identify and code the correct diagnosis. The instructor will provide the student with the worksheet and complete directions in class.

	Proficient 10-9 points	**Competent 8-6 points**	**Borderline 5-4 points**	**Unprepared 3 or less points**	**Score**
Accuracy – Percentage of questions correctly answered = **80%** of total score	95-100% = 10 points 90-94% = 9 points	85-89% = 8 points 80-84% = 7 points 75-79 % = 6 points	65-74% = 5 points 55-64% = 4 points	45-54% = 3 points 35-44% = 2 points 25- 34% = 1 point	(points X 8)
Completeness – Percentage of questions attempted = **10%** of total score	95-100% = 10 points 90-94% = 9 points	85-89% = 8 points 80-84% = 7 points 75-79 % = 6 points	65-74% = 5 points 55-64% = 4 points	45-54% = 3 points 35-44% = 2 points 25- 34% = 1 point	(points X 1)
Legibility– Is the work easy to read and well presented? = **10%** of total score	Very neat and legible	Mostly neat and legible	Mostly poorly presented and illegible	Little or no effort has been made in this area	(points X 1)

MIDTERM

Professionalism   Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points   _____/100 points

Student's Signature: _____   Date: _____

FINAL

Professionalism   Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points   _____/100 points

Elmira Business Institute
Student Syllabus: Medical Law and Ethics (MED210)

Prerequisites: Medical Terminology (MED110)   **Course Credits: 3**

Course Description

This course provides the student with an overview of the legalities and ethical behavior associated with a medical practice or facility. Emphasis will be placed on the medical assistant's legal and ethical responsibilities, giving consideration to liabilities associated with communicable diseases, patient contracts, consent and release forms, narcotics control, physician licensing, the Good Samaritan Act, arbitration procedures, and the Anatomical Gift Act.

Student Learning Outcomes

Upon completion of this course, students will be able to:
- Describe the code of ethics and standards of care for various medical occupations and organizations.
- Analyze the implications of HIPAA for a health care facility.
- Differentiate between legal, ethical, and moral issues affecting health.
- Understand and explain patient rights.
- Evaluate the impact and importance of cultural.
- Create and complete an in-depth research project pertaining to an ethical, legal, and/or a risk management issue related to the medical work environment.
- Locate a state's legal scope of practice.

Career Portfolio for Workplace Skills Program

Your Career Portfolio for Workplace Skills material demonstrates your competency and skills in your chosen career field. The completed portfolio will allow you to present examples of abilities and relevant skills to prospective employers as evidence of career readiness.

Individual Career Portfolio course projects must be saved to be added to your on-line portfolio that will be created in Career Placement Seminar. It is your responsibility to keep these projects safe and secure.

Career Portfolio for Workplace Skills Project for MED210

Course competencies will be compiled as the Career Portfolio for Workplace Skills Project.

Required Course Texts & Course Materials

Judson, Karen and Carlene, Harrison. *Law & Ethics for Health Professions,* 7th ed. New York:
        McGraw-Hill Higher Education, 2013. Print (ISBN: 9780073513836)

Supplemental educational learning materials may include and are not limited to
Maguire, Mary H., Garoupa, Clifford. Annual Editions. Drugs, Society, and "Behavior 2014,
        29th ed.
"Articles on- line from ProQuest database: http://proquest.umi.com/pqdweb and other sites,
        educational videos, and/or guest speakers as assigned throughout the course.

May include:

Ohio vs. Alfieri. Court TV. West Thomson Learning.l New York, New York. ISBN 0-7668-
     1099-2.

Miss Evers Boys. By Walter Bernstein David Feldshah. Dir. Joseph Sargent. Perf. Laurence
     Fishburn, Craig Sheffer Alfre Woodard. Prod. HBO. 1997. Television.

Something the Lord Made. Dir. Joseph Sargent. Perf. Alan and Def, Mos Rickman. Prod.
     Cort/Madden Productions. 2004. Television.

Assessment

Essay assignments and research projects will be evaluated on a standard grading rubric. Written
examinations will be graded according to content (multiple choice, fill-in-the blank, short
answer, and/or essay).

The instructor will endeavor to return student work product by the next official class period
whenever possible. Essay and/or research projects will be returned as soon as all class projects
have been graded.

Student Homework Policy Statement

Elmira Business Institute (EBI) syllabi contain assignments in alignment with the federal gov-
ernment's definition of appropriate, assigned homework for each credit hour. For each one-
credit hour of classroom or direct faculty instruction, two hours of out-of-class student work will
be assigned. (For example: A three-credit course will include an average of six (6) hours of
homework each week.). For classes with laboratory or clinical work, a three-credit, four-hour
class will include an average of six (6) hours of homework each week. For externships, each
credit hour will include an average of three (3) hours of homework per week. Assignments are
directly relevant to course objectives and learning outcomes and are included at the end of the
syllabi. Each assignment will be graded and recorded by the instructor.

Evaluation

Assessment Type	% of Grade
Attendance/Professionalism	15%
Midterm/Final Examination	25%
Homework/Quizzes	20%
Competencies	40%
Total	100%

Grading Scheme

Numerical Average	Letter Grade	Quality Points
95-100	A	4.0
90-94	A-	3.7
86-89	B+	3.3
83-85	B	3.0
80-82	B-	2.7
76-79	C+	2.3
73-75	C	2.0
70-72	C-	1.7

Numerical Average	Letter Grade	Quality Points
68-69	D+	1.3
66-67	D	1.0
65	D-	0.7
0-64	F	0.0
Withdraw/Failing	W/F	0.0
Withdraw	W	----
Incomplete	I	----
Test Out	TO	----
Transfer of Credit	T	----

Course Policies

Behavioral Standards

Students are expected to abide by all public laws; to comply with the regulations and policies of the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. Respect for others in terms of language, demeanor, and attention to others while they are speaking is expected.

The College reserves the right to dismiss or suspend students for conduct which impedes, disrupts, or interferes with the orderly and continuous administration and operation of the College or any unit of the College. Attending EBI is not a right; it is a privilege.

As a part of its mission to prepare students for careers in the business and healthcare world, EBI requires students to dress in a manner that will create a positive self-image. Inappropriately dressed students may not be permitted to attend classes. Students in College externships are required to follow the participating organization's dress code.

No cell phone use or Internet access is allowed in the classroom unless permission is granted by the instructor and usage is course appropriate.

No eating or drinking in EBI's classroom laboratories (medical, business or technology), Library and Academic Achievement Center.

Attendance Policy

Attendance is mandatory and will be used when calculating participation/attendance. Class will begin promptly. Students who are late or absent are responsible to obtain lecture notes, assignments, and announcements after class, so as not to interfere with class time, or the work of fellow students. Along with the portfolio, one of the first questions a potential employer will ask the Career Services representative about is student attendance. Your attendance in the classroom directly represents your quality of potential work.

Students who do not attend classes after missing 14 consecutive calendar days or who fail to attend classes on a regular basis will be administratively dropped by the college. Since attendance is also used to verify enrollment for financial aid purposes, it is important that students attend classes on a regular basis to avoid loss of financial aid eligibility (student loans) and federal and state grants.

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When a student is absent, that student is responsible for making up missed class work. Make-up tests or quizzes *may* be offered at the *instructor's discretion* via ONE-STOP at the Library, and it is the student's responsibility to arrange a time at the librarian's convenience. One-Stop tests and quizzes must be taken within one week of the date of absence; failure to make up work, quizzes, or exams in a timely manner may result in a 0 grade. There is no charge for make-up work.

Students will not be allowed to make up the Midterm or Final Examination for the course. Midterm or Final Examinations may only be made up with approval from the Campus Director/Dean and appropriate documentation.

Academic Integrity/Plagiarism Rules
Elmira Business Institute is committed to supporting its mission to provide an educational experience designed to develop professional competencies including developing habits of personal and professional integrity. The College expects all members of its community—students, faculty, and staff—to act honestly in all situations. Actions of Academic Dishonesty will not be tolerated. Academic Dishonesty "is any form of cheating and plagiarism which results in students giving or receiving unauthorized assistance in an academic assignment or receiving credit for work which is not their own." All students are expected to agree to a pledge of honesty concerning their academic work, and faculty is expected to maintain the standards of that code. If you think it may be cheating, it probably is.

Please keep in mind that plagiarism includes:
- Copying another person's work and claiming credit for it
- Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source whether or not it is a direct quotation
- Incorrectly citing a source
- Failing to use quotation marks for a direct quote
- Improperly paraphrasing—both the words and the structure of your writing must differ from your source

Students will be given a complete policy the first day of class to review and sign.
For questions about plagiarism or assistance at any part of the writing process, please visit the Academic Achievement Center or Library.

Academic Support

Tutoring
Tutoring is available at a variety of times throughout the week. Please see the instructor for tutoring availability each week.

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The Academic Achievement Center (AAC) hours are posted outside the door. The AAC Lab is the first stop for help for assignments, study skills, or writing for any course.

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Course Schedule

Lesson #	Topic(s)
1	*Introduction to Law & Ethics* • Why Study Law and Ethics • Comparing Aspects of Law and Ethics • Qualities of Successful Health Care Practitioners
2	*Making Ethical Decisions* • Value Development Theories • Value Choices Theories • The Seven Principles of Health Care Ethics
3	Exploring Codes of Ethics – Material to be provided by instructor
4	*Working in Health Care* • Licensure, Certification, Registration, and Accreditation • Physicians' Education and Licensing and Medical Practice Acts and Medical Boards • The Health Care Team • Medical Practice Management Systems • Types of Managed Care • Legislation Affecting Health Care Plans • Telemedicine

5	*Law, The Courts, and Contracts* • The Basis of and Primary Sources of Law • Classifications of Law • Tort Liability • Contracts • Types of Contracts • Physicians' and Patients' Rights and Responsibilities • Law of Agency and Doctrine of Respondeat Superior
6	*Professional Liability and Medical Malpractice* • Liability • Standard of Care and Duty of Care • Privacy, Confidentiality, and Privileged Communication • The Tort of Negligence • Elements of a Lawsuit • Alternative Dispute Resolution
7	Cultural Diversity in Health Care – Material to be provided by instructor
8	**Midterm Exam** *Defenses to Liability Suits* • Preventing Liability Suits • Types of Defenses • Risk Management • Professional Liability Insurance
9	*Medical Records and Informed Consent* • Medical Records • Medical Records Ownership, Retention, and Storage • Confidentiality and Informed Consent • Health Information Technology (HIT)
10	*Privacy Law and HIPAA* • Privacy and the United States Constitution • Health Insurance Portability and Accountability Act (HIPAA) History, Language, and Standards • Special Requirements for Disclosing Protected Health Information • Patient Rights • Recognizing and Dispelling Myths about HIPAA
11	*Physicians' Public Duties and Responsibilities* • Vital Statistics • Records for Births and Deaths • Public Health Statutes • Reportable Diseases and Injuries • Drug Regulations

12	*Workplace Legalities* • How the Law affects the workplace • Employee Safety and Welfare • Infection Control in the Medical Office • Clinical Laboratory Improvement Act (CLIA)
13	*The Beginning of Life and Childhood* • Genetics and Heredity • Genetic Testing • Genetic Engineering • Conception and the Beginning of Life • Rights of Children
14	*Death and Dying* • Attitudes toward Death and Dying • Determination of Death • Caring for Dying Patients • The Right to Die Movement • The National Organ Transplant Act • The Grieving Process
15	**Final Exam**

Please note: Changes to the lessons may be made at the discretion of the instructor
throughout the semester.

Revised February 2016 mzt

General Information about Composing a Case Analysis

In general, a case study analysis should be organized to deal with the following items:
1. Concise, chronological restatement of the history, background, and important facts of the situation.
2. Identification of major problem(s) and issues – clearly state what the problem(s) and issues are as you interpret the case.
3. Analysis of the problem(s) – list the factors contributing to the problem(s) you have identified; that is, identify why the problem exists.
4. Possible outcomes/solution(s) – State your recommendations for dealing with the problem(s) and issues you have identified.

Adapted from http://pages.towson.edu/aclardy/ORG%20BEH%20SYL.htm

Alternate Rubric for Evaluating Case Analysis
Case Analysis Evaluation   100 Points

	Above average	Average	Below average	Points
Proper Case Analysis Format (10 points)	Follows format successfully	Follows format most of the time	Does not follow format consistently	
Content – Analysis (35 points)	Gives own analysis beyond any study questions offered	Gives some analysis	Little to no analysis- only repeats case material	
Content – Support (30 points)	Offers concrete examples and relevant support	Needs more concrete examples and/or relevant support	Selects irrelevant or ineffective examples	
Organization- Effective, Persuasive (15 points)	Connects sentences and paragraphs logically to convey ideas clearly	Connects sentences/paragraphs logically on an inconsistent basis, but main ideas are discernible	Does not connect sentences/paragraphs logically – ideas are unclear	
Writing- Effective Style/Grammar/Mechanics (10 points)	Avoids irrelevant wordiness, jargon, clichés, and uses proper grammar, spelling, and punctuation. Uses professional tone.	Uses irrelevant wordiness, jargon, clichés. Need for more professional tone. Has several grammar, spelling, or punctuation errors.	Uses extensive wordy, redundant, and vague language. Overuses jargon and clichés. Makes numerous grammar, spelling, or punctuation errors.	

Adapted from www.cpcc.edu/learningcollege/learning-outcomes/rubrics/rubric_for_case_studies.doc

The use of http://www.plagiarismchecker.com/ was used on this assignment: Yes____No____

Medical Legal, Medical Ethical, or a Risk Management Rubric

	Excellent 4 points	Average 3 points	Fair 2 points	Poor 1 point	Score:
Content and Completeness: **(5-7 pages)** Introduction, all questions answered about topic chosen, and conclusion	Student goes beyond the requirement of the project. Introduction, conclusion, and all questions answered above and beyond. (8+ pages)	Student meets the upper end of the requirement (7 pages)	Student has 5 full pages.	Student has less than 5 full pages	
Grammar:	Excellent control of grammar and style.	Average control of grammar and style with no more than 6 mistakes in the whole project.	Fair control of grammar and style with no more than 10 mistakes in the whole project.	Poor control of grammar and style with no more than 14 mistakes in the whole project.	
Resources: **(3 minimum)**	Student uses **more sources** than are required, and sources used are **all medical academic and credible**.	Student uses the required number of sources but some may be non-academic.	Student uses less than the required number of sources and some are non-academic.	Student uses all non-academic sources.	
MLA:	MLA style is exemplary and used consistently throughout the essay.	MLA style is used throughout the essay but exhibits 4-5 errors.	MLA style is used inconsistently throughout the essay; 6-7 MLA errors are noted.	MLA style is poorly demonstrated. More than 8-10 MLA errors are noted.	

Total Points: _____/16
Revised 4-7-13

Comments:

	A
	B
	C
	D
(or one of the automatic failures)	F

The use of http://www.plagiarismchecker.com/ was used on this assignment: Yes____No____

Student Name_____

Semester_____**Instructor**_____

Medical Law and Ethics Competency Checklist

Spring 2016

Comp	Description	CAAHEP Identifier	Date Achieved	Grade	Instructor signature
6-2	Develop a Plan for Separation of Personal & Professional Ethics	XI.P.1			
7-1	Perform within the Scope of Practice & Know Consequences	IX-P2, IX-A2			
7-3	Demonstrate Sensitivity to Patient Rights	X.A.1			
7-3	Apply the Patient Bill of Rights as it applies to: a) choice of treatment b) consent for treatment c) refusal of treatment	X.P.4			
7-6	Report Illegal Activities in the Healthcare setting following proper protocols	X.P.6			
	Apply HIPAA rules in regard to: a) privacy b) release of information	X.P.2			
	Protect the integrity of the Patient's Medical Record	X.P.2 X.A.2			
	Recognize the impact personal ethics and morals have in the delivery of healthcare	XI.A.1			
	Perform compliance reporting based on public health statutes: a) communicable diseases b) abuse, neglect, wounds of violence	X.P.5			
	Demonstrate appropriate responses to ethical issues	XI.A.1			
	Compare criminal and civil law as they apply to the practicing medical professional	X.C.6			
	Define: a) moral b) ethics	XI.C.1			

	Define the following medical legal terms 　a) implied consent 　b) respondeat superior 　c) defendant/plaintiff 　d) negligence 　e) malpractice 　f) Good Samaritan Acts 　g) Uniform Anatomical Gift Act 　h) Living Will	X.C.7			

All competencies listed must have had a minimum of three attempts and have been completed with a grade of 85 or better.

Instructor Signature: _____　Date: _____

Medical Program Director Signature: _____　Date: _____

MIDTERM

Professionalism Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points   _____/100 points

Student's Signature: _____   Date: _____

12

FINAL

Professionalism Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points   _____/100 points

Elmira Business Institute
Student Syllabus: Medical Laboratory I (MED220)

Prerequisites: Medical Terminology (MED110)   **Course Credits: 3**

Course Description
This course provides the student with a basic overview of the disease process, disease etiology, and a practical application of infection control. Emphasis is placed on hand-washing techniques, methods of sterilization, glove application, and instrument classification.

Student Learning Outcomes
Upon completion of this course, students will be able to:
- Communicate OSHA and HIPPA standards in written and verbal forms as they apply to the lab experience.
- Select appropriate barriers and personal protective equipment (PPE).
- Perform a mock drill on premises and communicate through verbal and in written form an emergency action plan.
- Identify surgical instruments, sanitize them, disinfect them and sterilize them complying with safe handling procedures.
- Recognize the implications for failure to comply with Center for Disease Control (CDC) regulations in healthcare settings.

Career Portfolio for Workplace Skills Program
Your Career Portfolio for Workplace Skills material demonstrates your competency and skills in your chosen career field. The completed portfolio will allow you to present examples of abilities and relevant skills to prospective employers as evidence of career readiness.

Individual Career Portfolio course projects must be saved to be added to your on-line portfolio that will be created in Career Placement Seminar. It is your responsibility to keep these projects safe and secure.

Career Portfolio for Workplace Skills Project for MED220
Course Competencies will be compiled as the Career Portfolio for Workplace Skills Project.

Required Course Texts & Course Materials
Bonewit-West, K., Hunt, S., & Applegate, E. 2016. *Today's Medical Assistant, Clinical and Administrative Procedures,* 3rd Ed. St. Louis: Elsevier. (ISBN 9780323311274)
Bonewit-West, K., Hunt, S., & Applegate, E. 2016. *Today's Medical Assistant, Clinical and Administrative Procedures Study Guide,* 3rd Ed. St. Louis: Elsevier.
(ISBN 9780323311281)

Supplemental educational learning materials may include and are not limited to
To be supplied by the instructor.

Assessment

Medical Assisting Competencies: Medical Assisting Students are required to practice each competency a minimum of three times prior to the actual testing of the competency. Students ae allowed two attempts to pass each competency. A minimum score of 85 percent is necessary to pass the individual competency. A minimum grade of a "C" is required to pass the course. Documentation will be housed in the student's academic file.

In as much as the laboratory experience should mimic a real medical office or laboratory, students should understand that once a concept has been presented in one of the instructional methods they are held responsible for that knowledge.

In the event that a student is having difficulty in a Medical Laboratory I area the professor may recommend additional work or tutoring in the Academic Achievement Center.

Student Homework Policy Statement

Elmira Business Institute (EBI) syllabi contain assignments in alignment with the federal government's definition of appropriate, assigned homework for each credit hour. For each one-credit hour of classroom or direct faculty instruction, two hours of out-of-class student work will be assigned. (For example: A three-credit course will include an average of six (6) hours of homework each week.). For classes with laboratory or clinical work, a three-credit, four-hour class will include an average of six (6) hours of homework each week. For externships, each credit hour will include an average of three (3) hours of homework per week. Assignments are directly relevant to course objectives and learning outcomes and are included at the end of the syllabi. Each assignment will be graded and recorded by the instructor.

Evaluation

Assessment Type	% of Grade
Attendance/Professionalism	15%
Midterm/Final Examination	25%
Homework/Quizzes	20%
Competencies	40%
Total	100%

Grading Scheme

Numerical Average	Letter Grade	Quality Points
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Course Schedule

Lesson #	Topic(s)
1 & 2	**Medical Asepsis and the OSHA Standards** • Microorganisms and the infection cycle • Hand washing • Regulated medical waste • Bloodborne diseases • OSHA bloodborne pathogens standards
3 & 4	**Sterilization and Disinfection** • Hazard communication standards • Sanitization • Disinfection • Sterilization of articles and use of autoclave
5, 6, 7	**Minor Office Surgery** • Surgical asepsis • Instruments used in minor office surgery • Sterile gloving • Maintaining a sterile field • Wound care • Suturing and bandaging
8	**Review and Midterm Examination**
9 & 10	**Emergency Preparedness & Protective Practices** • Categories of disasters • Psychological effects of emergencies • Fire safety • Employee education • Emergency practice drills

11 & 12	***Introduction to the Laboratory*** • Types of laboratories • Laboratory requests • Documenting in the EMR • Patient preparation • Collection & handling of specimens • Quality control • Laboratory safety
13 & 14	**Medical Microbiology** • Normal flora • Microorganisms and disease • Streptococcus testing • Prevention and control of diseases • Using the microscope
15	**Comprehensive Final Examination**

Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.

Revised February 2016 mzt

Competency: Chapter 36. **MLI: Emergency Action Plan Rubric**

	Excellent: 10	**Good: 8**	**Fair: 7**	**Poor: 6**	**Score:**
Completeness: (7-10 pages minimum)	Student goes beyond the requirement of the project. (10+ pages)	Student meets the base requirement of the project. (10)	Student has barely 7 pages	Student has not met the criteria, below 7 pages	
Content:	Well thought and supports research. Indicates clear critical thinking. lear goal that is related to the topic(s). Information is accurate.	Well thought out and supports research. Indicates critical thinking. Clear goal that is related to the topic(s). Information is accurate.	Supports researched information. Indicates some critical thinking. No clear goal. Has some misinformation.	Provides inconsistent information. Indicates no apparent critical thinking. No clear goal. Has significant misinformation.	
Grammar and Language:	No spelling, grammatical, or punctuation errors Excellent use of vocabulary and word choices.	Few (1-3) spelling, grammatical, or punctuation errors. Good use of vocabulary and word choices.	Minimum (3-5) spelling, grammatical, or punctuation errors. Limited use of vocabulary and word choices.	More than 5 spelling, grammatical, or punctuation errors. Poor use of vocabulary and word choices.	
Resources: Minimum 3	Cited 4 or more resources using correct MLA format.	Cited 3 resources and/or used correct MLA format.	Cited 1-2 resource and/or did not use correct MLA format.	Cited no resources	
Organization:	Content is clearly organized making it very easy to locate requested information.	Content is mostly organized making it easy to locate requested information.	Content is somewhat unorganized making it difficult to locate requested information.	Content is unorganized making it difficult to locate requested information.	

50/100

Comments

___	A
	B
	C
	D
(or one of the automatic failures)	F

he use of http://www.plagiarismchecker.com/ was used on this assignment: Yes   No_____

Student Name_____
Semester_____ **Instructor:** _____

Med Lab I Competency Procedures (2015 Standards)

Comp	Description of comp	CAAHEP Correlation	Date Achieved	Grade	Documentation Or Work Product	Instructor Sign off
17-1	Perform Hand Washing: Preform a Surgical Hand Scrub					
17-3	Application & Removal of clean Disposable Gloves					
17-A	Proper use of a Sharps Container					
17-B	Disposal of Hazardous Material					
18-1	Sanitization of Instruments					
18-2	Wrapping Instruments using Paper or Muslin					
18-3	Wrapping Instruments using a Pouch					
18-4	Sterilizing Articles in an Autoclave					
25-1	Applying & Removing Sterile Gloves					
25-2	Opening a Sterile Package					
25-3	Pouring a Sterile Solution					
25-4	Changing a Sterile Dressing					
25-5	Removing Sutures & Staples					
25-6	Applying & Removing Adhesive Skin Closures					
25-7	Assisting with Minor Office Surgery					
25-A	Bandage Turns					
29-A	Operating and Emergency Eyewash Stations					
34-1	Using a Microscope					
34-2	Collecting a throat Specimen					
34-A	Rapid Strep Testing					
36-1	Demonstrating Proper Use of a Fire Extinguisher					
36-2	Participating in a Mock Exposure Event					

All Competencies listed must have had a minimum of three attempts and have been completed with a grade of 85 or better.

Instructor Signature_____ **Date**_____

Medical Program Director Signature_____**Date**_____

MIDTERM

Professionalism **155th** Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points _____/100 points

Student's Signature: _____   Date: _____

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FINAL

Professionalism Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points _____/100 points

Elmira Business Institute
Student Syllabus: Medical Laboratory II (MED230)

Prerequisites: **Medical Terminology, MED110**
Anatomy and Physiology, MED120
Medical Laboratory I MED220
Business Mathematics BUS105   **Course Credits: 3**

Course Description

This course introduces the student to basic laboratory assisting skills. Consideration is given to the fundamentals of microbiology, hematology, and urinalysis. The student is introduced to techniques in the collection of bacterial specimens, the collection and analysis of venous and peripheral blood specimens, and the collection and analysis of urine samples. Instruction includes performing hemoglobin and chemical urinalysis. A review of OSHA regulations for a laboratory facility is also included. Students are required to perform all procedures to 100 percent satisfaction of the instructor. Students will participate in an American Heart Association First Aid and professional level CPR course. The courses will include the treatment of medical complaints associated with: breathing, bleeding, poisoning, fractures, and shock, along with a practical application of dressings and bandages.

Student Learning Outcomes

Upon completion of this course, students will be able to:
- List and communicate in either verbal or written form the proper procedures for phlebotomy as they pertain to venous and peripheral specimens including butterfly, vacuum and syringe method.
- List and communicate the appropriate steps for collecting a clean catch and perform physical, chemical and microscopic analysis of urine.
- Identify and name the respective cell types, morphology and respective hematology. Students will be able to list the blood groups.
- Use specialized online databases available at the institution to retrieve information needed and assesse the quantity, quality, and relevance of the search results to determine whether alternative information retrieval systems should be utilized
- Follow laws, regulations, institutional policies, and etiquette related to the access and use of information resources.
- Perform phlebotomy and capillary punctures in accordance with policies. Student will be able to determine normal and abnormal lab values.

Career Portfolio for Workplace Skills Program

Your Career Portfolio for Workplace Skills material demonstrates your competency and skills in your chosen career field. The completed portfolio will allow you to present examples of abilities and relevant skills to prospective employers as evidence of career readiness.

Individual Career Portfolio course projects must be saved to be added to your on-line portfolio that will be created in Career Placement Seminar. It is your responsibility to keep these projects safe and secure.

Career Portfolio for Workplace Skills Project for MED230
Course Competencies will be compiled as the Career Portfolio for Workplace Skills Project.

Required Course Texts & Course Materials

Proctor, Deborah, B.; Young Adams, Alexandra, P. (2011) *Kinn's the Medical Assistant: An Applied Learning Approach.* 12th ed. Elsevier: St. Louis, Missouri. Print. 2013. (ISBN: 9780323289757)

Proctor, Deborah, B.; Young Adams, Alexandra, P. (2011) *Kinn's the Medical Assistant: An Applied Learning Approach.* **Study Guide**. 12th ed. Elsevier: St. Louis, Missouri. Print. 2013. (ISBN: 9781455759576)

Medical Assisting Exam Review Online (ISBN 9781401878160)

Supplemental educational learning materials may include and are not limited to

American Association of Medical Assistants, Inc., ed. *CMA Today* (2013). Print.

Grolier Encylcopedia. Scholastic. <http://auth.grolier.com/login/go_login_page.html?bffs=N>.

Assessment

Medical Assisting Competencies: Medical Assisting students are required to practice each competency a minimum of three times prior to the actual testing of the competency. Students are allowed two attempts to pass each competency. A minimum score of 85 percent is necessary to pass the individual competency. A minimum grade of a "C" is required to pass the course. Documentation will be housed in the student's academic file.

In as much as the laboratory experience should mimic a real medical office or laboratory, students should understand that once a concept has been presented in one of the instructional methods, they are responsible for that knowledge.

Student Homework Policy Statement

Elmira Business Institute (EBI) syllabi contain assignments in alignment with the federal government's definition of appropriate, assigned homework for each credit hour. For each one-credit hour of classroom or direct faculty instruction, two hours of out-of-class student work will be assigned. (For example: A three-credit course will include an average of six (6) hours of homework each week.). For classes with laboratory or clinical work, a three-credit, four-hour class will include an average of six (6) hours of homework each week. For externships, each credit hour will include an average of three (3) hours of homework per week. Assignments are directly relevant to course objectives and learning outcomes and are included at the end of the syllabi. Each assignment will be graded and recorded by the instructor.

Evaluation

Assessment Type	% of Grade
Attendance/Professionalism	15%
Midterm/Final Examination	25%
Homework/Quizzes	20%
Competencies	40%
Total	100%

Grading Scheme

Numerical Average	Letter Grade	Quality Points
95-100	A	4.0
90-94	A-	3.7
86-89	B+	3.3
83-85	B	3.0
80-82	B-	2.7
76-79	C+	2.3
73-75	C	2.0
70-72	C-	1.7
68-69	D+	1.3
66-67	D	1.0
65	D-	0.7
0-64	F	0.0
Withdraw/Failing	W/F	0.0
Withdraw	W	----
Incomplete	I	----
Test Out	TO	----
Transfer of Credit	T	----

Course Policies

Behavioral Standards

Students are expected to abide by all public laws; to comply with the regulations and policies of the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. Respect for others in terms of language, demeanor, and attention to others while they are speaking is expected.

The College reserves the right to dismiss or suspend students for conduct which impedes, disrupts, or interferes with the orderly and continuous administration and operation of the College or any unit of the College. Attending EBI is not a right; it is a privilege.

As a part of its mission to prepare students for careers in the business and healthcare world, EBI requires students to dress in a manner that will create a positive self-image. Inappropriately dressed students may not be permitted to attend classes. Students in College externships are required to follow the participating organization's dress code.

No cell phone use or Internet access is allowed in the classroom unless permission is granted by the instructor and usage is course appropriate

No eating or drinking in EBI's classroom laboratories (medical, business or technology), Library and Academic Achievement Center.

Attendance Policy

Attendance is mandatory and will be used when calculating participation/attendance. Class will begin promptly. Students who are late or absent are responsible to obtain lecture notes, assignments, and announcements after class, so as not to interfere with class time, or the work of fellow

students. Along with the portfolio, one of the first questions a potential employer will ask the Career Services representative about is student attendance. Your attendance in the classroom directly represents your quality of potential work.

Students who do not attend classes after missing 14 consecutive calendar days or who fail to attend classes on a regular basis will be administratively dropped by the college. Since attendance is also used to verify enrollment for financial aid purposes, it is important that students attend classes on a regular basis to avoid loss of financial aid eligibility (student loans) and federal and state grants.

Make-Up Policy
When a student is absent, that student is responsible for making up missed class work. Make-up tests or quizzes *may* be offered at the *instructor's discretion* via ONE-STOP at the Library, and it is the student's responsibility to arrange a time at the librarian's convenience. One-Stop tests and quizzes must be taken within one week of the date of absence; failure to make up work, quizzes, or exams in a timely manner may result in a 0 grade. There is no charge for make-up work.

Students will not be allowed to make up the Midterm or Final Examination for the course. Midterm or Final Examinations may only be made up with approval from the Campus Director/Dean and appropriate documentation.

Academic Integrity/Plagiarism Rules
Elmira Business Institute is committed to supporting its mission to provide an educational experience designed to develop professional competencies including developing habits of personal and professional integrity. The College expects all members of its community—students, faculty, and staff—to act honestly in all situations. Actions of Academic Dishonesty will not be tolerated. Academic Dishonesty "is any form of cheating and plagiarism which results in students giving or receiving unauthorized assistance in an academic assignment or receiving credit for work which is not their own." All students are expected to agree to a pledge of honesty concerning their academic work, and faculty is expected to maintain the standards of that code. If you think it may be cheating, it probably is.

Please keep in mind that plagiarism includes:
- Copying another person's work and claiming credit for it
- Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source whether or not it is a direct quotation
- Incorrectly citing a source
- Failing to use quotation marks for a direct quote
- Improperly paraphrasing—both the words and the structure of your writing must differ from your source

Students will be given a complete policy the first day of class to review and sign.
For questions about plagiarism or assistance at any part of the writing process, please visit the Academic Achievement Center or Library.

Academic Support

Tutoring
Tutoring is available at a variety of times throughout the week. Please see the instructor for tutoring availability each week.

Academic Achievement Center
The Academic Achievement Center (AAC) hours are posted outside the door. The AAC Lab is the first stop for help for assignments, study skills, or writing for any course.

Academic Advising/Mentoring
Academic Advising/Mentoring is provided to each student throughout the semester. Staff or Faculty Mentors can facilitate student access to learning resources and answer basic questions regarding EBI academic programs and policies.

The Library
The Library supports the academic programs of the College and offers technology to assist student research in databases and on the Internet. A Librarian is available to assist in research and navigating our resources. Use the Library catalog (http://ebi.scoolaid.net/bin/home) to search for a book in the library, access databases and e-books, and find reference tools. Information is also available about community resources, including scholarships, part-time employment, child care, and transportation.

Course Schedule

Lesson #	Topic(s)
1	Introduction to the course syllabus, course content, materials, and methods and course requirements. ***Analysis of Blood*** • Hematology • Collection of Blood Specimens • Hemoglobin • Red Blood Cell Count • White Blood Cell Count • Red Cell Indices • Differential Cell Count
2 and 3	***Analysis of Blood*** • Erythrocyte Sedimentation Rate • Coagulation Testing • Immunohematology • Clinical Chemistry • Blood Glucose Testing • Cholesterol Testing

4 - 7	***Assisting in Phlebotomy*** • Venipuncture Equipment Routine Venipuncture • Problems Associated with Venipuncture • Specimen Recollection • Capillary Puncture • Pediatric Phlebotomy • Chain of Custody • Hands on Phlebotomy Practice
8	***Comprehensive Midterm Examination***
9	***Endocrinology*** • Anatomy & Physiology of the Endocrine System • Diseases and Disorders of the Endocrine System • Follow -Up for Patients with Diabetes
10	***Analysis of Urine*** • Physiology of Urine Formation • Collecting a Urine Specimen • Routine Urinalysis
11	***Analysis of Urine*** • Quality Assurance and Quality Control in Urinalysis • Additional Tests Performed on Urine • Urine Toxicology • Culturing the Urine •
12	***Microbiology & Immunology*** • Specimen Collection and Transportation • Classification of Microorganisms • Microbiology Laboratory • Identification of Pathogens in the Microbiology Laboratory • Antimicrobial Susceptibility Testing • Miscellaneous Microbiologic Testing

13	Phlebotomy Practice and Competencies.
14	Phlebotomy Practice and Competencies.
15	**Comprehensive Final exam**.

Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.

Revised February 2016 mzt

Student Name_____

Semester_____**Instructor**_____

Medical Lab II Competency Procedures

(* work product is needed)

Comp	Description of comp	CAAHEP	Date Achieved	Documentation or work product	Instructor sign off
35-6*	*Screen Test Results*	I-P16			
36-10,36-11, 36-12,36-13	Perform Fist Aid Procedures	XI-P10			
37-8*	*Collect a specimen for throat culture*	I-P10, III-P7			
38-1	Obtain Specimens for Microbiologic Testing: Collect a wound Specimen for Testing/ or Culture	I-P6, I-P10, III-P7			
39-1	Show Awareness of Patient' concerns Regarding Their Perceptions Related to the Procedure Being Performed	III-A3			
39-3	Display Sensitivity to Patient Rights and Feelings in Collecting Specimens	III-A1			
45-1*	*Assist the Physician with Patient Care: Preform a Blood Glucose Accu-Check Test*	I-P10,I-P13			
52-1	Explain the Rationale for Performance of a Procedure: Instruct a Patient in the Collection of a 24-Hour Urine Specimen	III-A2			
52-2* 52-2(work product)	*Instruct a Patient in the Collection of a Clean-Catch Midstream Urine Specimen*	III-A2, I-P16			
52-3*	*Maintain Laboratory Test Results Using Flow Sheets*	II-P2			
52-5*	*Test Urine with Chemical Reagent Strips—the Chemical Urinalysis*	I-P6, I-P14, III-P3			
52-7*	*Perform Quality Control Measures: Determine the Reliability of Chemical Reagent Strips*	I-P11			
52-9*	*Perform a Urinalysis: Perform a Pregnancy Test*	I-P6, I-P14			
52-10*	*Distinguish Between Normal and Abnormal Test Results*	II-A1			
53-1	Perform Venipuncture: *Collect a Venous Blood Sample* Using the Syringe Method	I-P2, III-A1, III-A2			

53-2	Perform Venipuncture: Collect a Venous Blood Sample Using the Evacuated Tube Method	I-P2, III-A1, III-A2			
53-3	Perform Venipuncture: Collect a Venous Blood Sample with a Winged Infusion Set (Butterfly Needle)	I-P2, III-A1, III-A2			
53-4	Perform Capillary Puncture:	I-P3, III-A1, III-A2			
54-3*	*Perform Hematology Testing: Perform a Hemoglobin Test*	I-P12, III-P2, III-A3			
54-7*	*Perform Chemistry Testing: Determine the Cholesterol Level Using a ProAct Testing Device*	I-P12, III-P2, III-P3			
55-1	Instruct Patient to Collect a Fecal Specimen	IV-P 5			
55-6*	*Perform Microbiology Testing: Perform a Rapid Stress Test*	I-P15 ,II-A2, III-P7			
55-8*	*Perform Microbiology Testing: Perform a Mono Test*	I-P15, II-A2, III-P7			
*	*Maintain provider/professional level CPR Certification, First Aid Certification, Bloodborne Pathogen Certification*	XI-P9			

All Competencies listed must have had a minimum of three attempts and have been completed with a grade of 85 or better.

Instructor Signature_____ **Date**_____

Medical Program Director Signature _____

Date_____

MIDTERM

Professionalism Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points   _____/100 points

Student's Signature: _____   Date: _____

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FINAL

Professionalism Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
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Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
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Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points _____/100 points

Elmira Business Institute
Student Syllabus: Clinical Skills I (MED240)

Prerequisites: Medical Terminology (MED110)   **Course Credits: 3**

Course Description

This course introduces the student to basic clinical skills. Consideration is given to the fundamentals of vital signs, various methods and equipment used to measure fundamental signs, determine height and weight, patient preparation and positions, methods of examination, assisting the physician with emphasis on routine physical examinations – obstetric, gynecological, urological, and pediatric examinations. Students will also have practical experience in procedures performed in medical specialty facilities.

Student Learning Outcomes

Upon completion of this course, students will be able to:
- Perform a patient history through listening and observational skills.
- Appropriately chart progress notes, vital signs, chief complaints, significant patient data.
- Assemble the required equipment and set up for assisting physicians in a patient examination or minor office procedure.
- Chart pediatric growth on a pediatric growth chart and complete related measurements.
- Obtain vital signs including blood pressure/respiratory/ pulse/ temperature
- Articulate and document appropriate patient instructions for at home care.
- Understand and be able to apply the concept of education literacy.
- Appreciate and recognize cultural diversity as it pertains to health care.

Career Portfolio for Workplace Skills Program

Your Career Portfolio for Workplace Skills material demonstrates your competency and skills in your chosen career field. The completed portfolio will allow you to present examples of abilities and relevant skills to prospective employers as evidence of career readiness.

Individual Career Portfolio course projects must be saved to be added to your on-line portfolio that will be created in Career Placement Seminar. It is your responsibility to keep these projects safe and secure.

Career Portfolio for Workplace Skills Project for MED240

Course Competencies will be compiled as the Career Portfolio for Workplace Skills Project.

Required Course Texts & Course Materials

Bonewit-West, K., Hunt, S., & Applegate, E. 2016. *Today's Medical Assistant, Clinical and Administrative Procedures*. 3rd Ed. St. Louis: Elsevier.   (ISBN: 9780323311274)
SimChart for the Medical Offie; Learning the Medical Office Workflow. 216. St Louis: Elsevier. (ISBN 9780323394239)
Bonewit-West, K., Hunt, S., & Applegate, E. 2016. *Today's Medical Assistant, Clinical and Administrative Procedures Study Guide,* 3rd Ed. St. Louis: Elsevier. (ISBN 9780323311281)

Supplemental educational learning materials may include and are not limited to
American Medical Association, Ed. *CPT 2012: Current Procedural Terminology, Professional Edition*. Chicago: American Medical Association, 2011. Print. (ISBN: 9781603592178)

Assessment

Medical Assisting students are required to practice each competency a minimum of three times prior to the actual testing of the competency. Students are allowed two attempts to pass each competency. A minimum score of 85 percent is necessary to pass the individual competency. A minimum grade of a "C" is required to pass the course. Documentation will be housed in the student's academic file."

Student Homework Policy Statement
Elmira Business Institute (EBI) syllabi contain assignments in alignment with the federal government's definition of appropriate, assigned homework for each credit hour. For each one-credit hour of classroom or direct faculty instruction, two hours of out-of-class student work will be assigned. (For example: A three-credit course will include an average of six (6) hours of homework each week.). For classes with laboratory or clinical work, a three-credit, four-hour class will include an average of six (6) hours of homework each week. For externships, each credit hour will include an average of three (3) hours of homework per week. Assignments are directly relevant to course objectives and learning outcomes and are included at the end of the syllabi. Each assignment will be graded and recorded by the instructor.

Evaluation

Assessment Type	% of Grade
Attendance/Professionalism	15%
Midterm/Final Examination	25%
Homework/Quizzes	20%
Competencies	40%
Total	100%

Grading Scheme

Numerical Average	Letter Grade	Quality Points
95-100	A	4.0
90-94	A-	3.7
86-89	B+	3.3
83-85	B	3.0
80-82	B-	2.7
76-79	C+	2.3
73-75	C	2.0
70-72	C-	1.7
68-69	D+	1.3
66-67	D	1.0
65	D-	0.7
0-64	F	0.0
Withdraw/Failing	W/F	0.0

Withdraw	W	----
Incomplete	I	----
Test Out	TO	----
Transfer of Credit	T	----

Course Policies

Behavioral Standards

Students are expected to abide by all public laws; to comply with the regulations and policies of the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. Respect for others in terms of language, demeanor, and attention to others while they are speaking is expected.

The College reserves the right to dismiss or suspend students for conduct which impedes, disrupts, or interferes with the orderly and continuous administration and operation of the College or any unit of the College. Attending EBI is not a right; it is a privilege.

As a part of its mission to prepare students for careers in the business and healthcare world, EBI requires students to dress in a manner that will create a positive self-image. Inappropriately dressed students may not be permitted to attend classes. Students in College externships are required to follow the participating organization's dress code.

No cell phone use or Internet access is allowed in the classroom unless permission is granted by the instructor and usage is course appropriate.

No eating or drinking in EBI's classroom laboratories (medical, business or technology), Library and Academic Achievement Center.

Attendance Policy

Attendance is mandatory and will be used when calculating participation/attendance. Class will begin promptly. Students who are late or absent are responsible to obtain lecture notes, assignments, and announcements after class, so as not to interfere with class time, or the work of fellow students. Along with the portfolio, one of the first questions a potential employer will ask the Career Services representative about is student attendance. Your attendance in the classroom directly represents your quality of potential work.

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Make-Up Policy

When a student is absent, that student is responsible for making up missed class work. Make-up tests or quizzes *may* be offered at the *instructor's discretion* via ONE-STOP at the Library, and it is the student's responsibility to arrange a time at the librarian's convenience. One-Stop tests

and quizzes must be taken within one week of the date of absence; failure to make up work, quizzes, or exams in a timely manner may result in a 0 grade. There is no charge for make-up work.

Students will not be allowed to make up the Midterm or Final Examination for the course. Midterm or Final Examinations may only be made up with approval from the Campus Director/Dean and appropriate documentation.

Academic Integrity/Plagiarism Rules
Elmira Business Institute is committed to supporting its mission to provide an educational experience designed to develop professional competencies including developing habits of personal and professional integrity. The College expects all members of its community—students, faculty, and staff—to act honestly in all situations. Actions of Academic Dishonesty will not be tolerated. Academic Dishonesty "is any form of cheating and plagiarism which results in students giving or receiving unauthorized assistance in an academic assignment or receiving credit for work which is not their own." All students are expected to agree to a pledge of honesty concerning their academic work, and faculty is expected to maintain the standards of that code. If you think it may be cheating, it probably is.

Please keep in mind that plagiarism includes:
- Copying another person's work and claiming credit for it
- Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source <u>whether or not it is a direct quotation</u>
- Incorrectly citing a source
- Failing to use quotation marks for a direct quote
- Improperly paraphrasing—both the <u>words</u> and the <u>structure</u> of your writing must differ from your source

Students will be given a complete policy the first day of class to review and sign.
For questions about plagiarism or assistance at any part of the writing process, please visit the Academic Achievement Center or Library.

Academic Support
Tutoring
Tutoring is available at a variety of times throughout the week. Please see the instructor for tutoring availability each week.

Academic Achievement Center
The Academic Achievement Center (AAC) hours are posted outside the door. The AAC Lab is the first stop for help for assignments, study skills, or writing for any course.

Academic Advising/Mentoring
Academic Advising/Mentoring is provided to each student throughout the semester. Staff or Faculty Mentors can facilitate student access to learning resources and answer basic questions regarding EBI academic programs and policies.

The Library

The Library supports the academic programs of the College and offers technology to assist student research in databases and on the Internet. A Librarian is available to assist in research and navigating our resources. Use the Library catalog (http://ebi.scoolaid.net/bin/home) to search for a book in the library, access databases and e-books, and find reference tools. Information is also available about community resources, including scholarships, part-time employment, child care, and transportation.

Course Schedule

Lesson#	Topic(s)
1	**The Medical Record** • Medical record format • Completion of forms • Taking health histories • Documenting in the medical record
2	**Vital Signs** • Factors That May Influence Vital Signs • Temperature • Pulse
3	**Vital Signs** • Respirations • Blood Pressure • Anthropometric Measurement
4	**Physical Examination** • Preparation of the examination room • Physical examination • Measuring height and weight
5	**Physical Examination** • Preparing the patient for examination • Assessing the patient • Assisting the physician
6	**Assisting in Ophthalmology and Otolaryngology** • Examination of the Eye • Disorders of the Eye • Treatment of the Eye • Examination of the Ear • Disorders of the Ear
7	**Assisting in Ophthalmology and Otolaryngology** *(Continue)* • Examination of the Eye • Disorders of the Eye • Treatment of the Eye • Examination of the Ear • Disorders of the Ear

8	***Specialty Examinations*** • Fecal occult blood test • Other stool tests • Prostate screening and testicular self-examination • Fluoroscopy and ultrasound **Midterm Examination**
9	***Specialty Examinations*** • Fecal occult blood test • Other stool tests • Prostate screening and testicular self-examination • Fluoroscopy and ultrasound
10	***Gynecologic and Prenatal Examinations*** • Gynecology, breast, and pelvic examinations • Prenatal care • Obstetrics • Vaginal infections
11	***Gynecologic and Prenatal Examinations*** • Gynecology, breast, and pelvic examinations • Prenatal care • Obstetrics • Vaginal infections
12	***The Pediatric Examination*** • Normal Growth and Development • Pediatric Diseases and Disorders • Immunizations • Developing a report • Growth charts
13	***The Pediatric Examination*** • Normal Growth and Development • Pediatric Diseases and Disorders • Immunizations • Developing a report • Growth charts
14	***Final Examination Review*** and making sure all competencies are complete and signed off.
15	***Comprehensive Final Examination***

Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.

Revised February 2016 mzt

Student Name_____

Semester_____**Instructor**_____

<div align="center">

Clinical Skills I Competency Procedures (2015 Standards)

</div>

Comp	Description of Comp	CAAHEP Correlation	Date Achieved	Grade	Documentation or work product	Instructor sign off
19-1	Measuring Oral Body Temperature-Electronic Thermometer	I.P.1 b				
19-4	Measuring Aural Body Temperature-Tympanic Membrane Thermometer	I.P.1 b				
19-5	Measuring Temporal Body Temperature	I.P.1 b				
19-6	Measuring Pulse & Respiration	I.P.1 c I.p.1 d				
19-7	Measuring Apical Pulse	I.P.1 c				
19-8	Measuring Pulse Oximetry	I.P.1 i				
19-9	Measuring Blood Pressure	I.P.1 a				
20-1	Measuring Weight & Height	I.P.1 e I.P.1 f				
20-A	Body Mechanics					
20-3	Supine Position	I.P.8 I.P.9				
20-4	Prone Position	I.P.8 I.P.9				
20-6	Lithotomy Position	I.P.8 I.P.9				
20-7	Sims Position	I.P.8 I.P.9				
20-11	Assisting with the Physical Examination	I.P.8 I.P.9				
21-1	Assessing Distance Visual Acuity-Snellen Chart	II.P.2				
21-2	Assessing Color Vision-Ishihara Test	II.P.2				
21-5	Performing an Ear Irrigation	I.P.9 I.A.2				
23-1	Breast Self Examination Instructions	I.P.8				

23-2	Assisting with a Gynecological Examination	I.P.8 I.A.2 I.A.3				
24-1	Measuring the Weight & Length of an Infant	II.P.3 I.A.2				
24-2	Measuring Head & Chest Circumference of an Infant	II.P.3 I.A.2				
24-3	Calculating Growth Percentiles	II.P.4 I.A.2				
28-1	Fecal Occult Blood Testing	I.P.8				
28-A	Testicular Self Examination Instructions	I.P.8				
38-1	Completion of a Procedure Consent Form	V.P.11 X.A.1				
38-2	Release of Medical Information	V.P.11 X.A.1				
38-3	Obtaining Patient History & Formulating Chief Complaint	V.P.1 a, b, c				
50-5	Community Resource Project	V.P.9 V.P.10				
	25 Vitals Sheet					

All Competencies listed must have had a minimum of three attempts and have been completed with a grade of 85 or better.

Instructor Signature_____ **Date**_____

Medical Program Director Signature_____ **Date**_____

MIDTERM

Professionalism Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points _____/100 points

FINAL   Professionalism   Rubric

Student's Signature: _____   Date: _____

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points   _____/100 points

Elmira Business Institute
Student Syllabus: Clinical Skills II (MED250)

Prerequisites: **Medical Terminology (MED110)**   **Course Credits: 3**
Anatomy & Physiology (MED120)
Business Mathematics (BUS105)
Clinical Skills I (MED240)

Course Description

This course provides the student with an intense study of the administration of medications. The emphasis is placed on parenteral medication, with an overview of topical, oral, rectal and sub-lingual medications. Students are introduced to pharmacology and the use of the PDR, nutrition, and the procedure for performing an EKG. Universal precautions as prescribed by OSHA will also be reviewed.

Student Learning Outcomes

Upon completion of this course, students will be able to:
- Articulate patient instructions for at home care and appropriately document in patient progress notes.
- Articulate patient preparations for procedures and treatment through documentation in related progress notes.
- Perform an electrocardiogram test and chart appropriately.
- Identify, list and explain the side effects, contraindications and medication administration procedures for various classifications of medications.
- List the steps in performing an intradermal, intramuscular and subcutaneous injection.
- Identify and list the role of the medical assistant in various office positions, patient education and advocacy and the medical legal aspects of documentation.
- Identify a variety of types and formats of potential sources for information.
- Perform spirometry test and document appropriately.
- Identify and research dietary plans for patients.
- Perform mathematical calculations for correct dosages of medication.
- List the steps in preparing medications for administration.

Career Portfolio for Workplace Skills Program

Your Career Portfolio for Workplace Skills material demonstrates your competency and skills in your chosen career field. The completed portfolio will allow you to present examples of abilities and relevant skills to prospective employers as evidence of career readiness.

Individual Career Portfolio course projects must be saved to be added to your on-line portfolio that will be created in Career Placement Seminar. It is your responsibility to keep these projects safe and secure.

Career Portfolio for Workplace Skills Project for MED250

Course Competencies will be compiled as the Career Portfolio for Workplace Skills Project.

Required Course Texts & Course Materials

Proctor, Deborah, B.; Young Adams, Alexandra, P. (2011) *Kinn's the Medical Assistant: An Applied Learning Approach.* 12th ed. Elsevier: St. Louis, Missouri. Print. 2013. (ISBN: 9780323289757)

Proctor, Deborah, B.; Young Adams, Alexandra, P. (2011) *Kinn's the Medical Assistant: An Applied Learning Approach.* **Study Guide**. 12th ed. Elsevier: St. Louis, Missouri. Print. 2013. (ISBN: 9781455759576)

Supplemental educational learning materials may include and are not limited to

ProQuest Databases, INFOTRAC Databases, EBSCO Host.

Johnson, Julie, Haskell, Helen, Barach, Paul. *Case Studies in Patient Saftey.* Jones & Bartlett Learning. 2016. (ISBN 978-1-4496-8154-8)

Assessment

Essay assignments and research projects will be evaluated on a standard grading rubric. Written examinations will be graded according to content (multiple choice, fill-in-the blank, short answer, and/or essay).

The instructor will endeavor to return student work product by the next official class period whenever possible. Essay and/or research projects will be returned as soon as all class projects have been graded.

Medical Assisting students are required to practice each competency a minimum of three times prior to the actual testing of the competency. Students are allowed two attempts to pass each competency. A minimum score of 85 percent is necessary to pass the individual competency. A minimum grade of a "C" is required to pass the course. Documentation will be housed in the student's academic file."

Student Homework Policy Statement

Elmira Business Institute (EBI) syllabi contain assignments in alignment with the federal government's definition of appropriate, assigned homework for each credit hour. For each one-credit hour of classroom or direct faculty instruction, two hours of out-of-class student work will be assigned. (For example: A three-credit course will include an average of six (6) hours of homework each week.). For classes with laboratory or clinical work, a three-credit, four-hour class will include an average of six (6) hours of homework each week. For externships, each credit hour will include an average of three (3) hours of homework per week. Assignments are directly relevant to course objectives and learning outcomes and are included at the end of the syllabi. Each assignment will be graded and recorded by the instructor.

Evaluation

Assessment Type	% of Grade
Attendance/Professionalism	15%
Midterm/Final Examination	25%
Homework/Quizzes	20%
Competencies	40%
Total	100%

Grading Scheme

Numerical Average	Letter Grade	Quality Points
95-100	A	4.0
90-94	A-	3.7
86-89	B+	3.3
83-85	B	3.0
80-82	B-	2.7
76-79	C+	2.3
73-75	C	2.0
70-72	C-	1.7
68-69	D+	1.3
66-67	D	1.0
65	D-	0.7
0-64	F	0.0
Withdraw/Failing	W/F	0.0
Withdraw	W	----
Incomplete	I	----
Test Out	TO	----
Transfer of Credit	T	----

Course Policies

Behavioral Standards

Students are expected to abide by all public laws; to comply with the regulations and policies of the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. Respect for others in terms of language, demeanor, and attention to others while they are speaking is expected.

The College reserves the right to dismiss or suspend students for conduct which impedes, disrupts, or interferes with the orderly and continuous administration and operation of the College or any unit of the College. Attending EBI is not a right; it is a privilege.

As a part of its mission to prepare students for careers in the business and healthcare world, EBI requires students to dress in a manner that will create a positive self-image. Inappropriately dressed students may not be permitted to attend classes. Students in College externships are required to follow the participating organization's dress code.

No cell phone use or Internet access is allowed in the classroom unless permission is granted by the instructor and usage is course appropriate.

No eating or drinking in EBI's classroom laboratories (medical, business or technology), Library and Academic Achievement Center.

Attendance Policy

Attendance is mandatory and will be used when calculating participation/attendance. Class will begin promptly. Students who are late or absent are responsible to obtain lecture notes, assign-

ments, and announcements after class, so as not to interfere with class time, or the work of fellow students. Along with the portfolio, one of the first questions a potential employer will ask the Career Services representative about is student attendance. Your attendance in the classroom directly represents your quality of potential work.

Students who do not attend classes after missing 14 consecutive calendar days or who fail to attend classes on a regular basis will be administratively dropped by the college. Since attendance is also used to verify enrollment for financial aid purposes, it is important that students attend classes on a regular basis to avoid loss of financial aid eligibility (student loans) and federal and state grants.

Make-Up Policy
When a student is absent, that student is responsible for making up missed class work. Make-up tests or quizzes *may* be offered at the *instructor's discretion* via ONE-STOP at the Library, and it is the student's responsibility to arrange a time at the librarian's convenience. One-Stop tests and quizzes must be taken within one week of the date of absence; failure to make up work, quizzes, or exams in a timely manner may result in a 0 grade. There is no charge for make-up work.

Students will not be allowed to make up the Midterm or Final Examination for the course. Midterm or Final Examinations may only be made up with approval from the Campus Director/Dean and appropriate documentation.

Academic Integrity/Plagiarism Rules
Elmira Business Institute is committed to supporting its mission to provide an educational experience designed to develop professional competencies including developing habits of personal and professional integrity. The College expects all members of its community—students, faculty, and staff—to act honestly in all situations. Actions of Academic Dishonesty will not be tolerated. Academic Dishonesty "is any form of cheating and plagiarism which results in students giving or receiving unauthorized assistance in an academic assignment or receiving credit for work which is not their own." All students are expected to agree to a pledge of honesty concerning their academic work, and faculty is expected to maintain the standards of that code. If you think it may be cheating, it probably is.

Please keep in mind that plagiarism includes:
- Copying another person's work and claiming credit for it
- Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source whether or not it is a direct quotation
- Incorrectly citing a source
- Failing to use quotation marks for a direct quote
- Improperly paraphrasing—both the words and the structure of your writing must differ from your source

Students will be given a complete policy the first day of class to review and sign.
For questions about plagiarism or assistance at any part of the writing process, please visit the Academic Achievement Center or Library.

Academic Support

Tutoring
Tutoring is available at a variety of times throughout the week. Please see the instructor for tutoring availability each week.

Academic Achievement Center
The Academic Achievement Center (AAC) hours are posted outside the door. The AAC Lab is the first stop for help for assignments, study skills, or writing for any course.

Academic Advising/Mentoring
Academic Advising/Mentoring is provided to each student throughout the semester. Staff or Faculty Mentors can facilitate student access to learning resources and answer basic questions regarding EBI academic programs and policies.

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The Library supports the academic programs of the College and offers technology to assist student research in databases and on the Internet. A Librarian is available to assist in research and navigating our resources. Use the Library catalog (http://ebi.scoolaid.net/bin/home) to search for a book in the library, access databases and e-books, and find reference tools. In-formation is also available about community resources, including scholarships, part-time employment, child care, and transportation.

Course Schedule

Lesson #	Topic(s)
1	Introduction to the course content, materials, and methods and course requirements. *Patient Education* • Patient Education and Models of Health and Illness • The Teaching Plan • Community Resources
2	*Assisting in Cardiology* • Anatomy of the Heart • Diseases and Disorders of the Heart • Blood Vessels • Vascular Disorders • Diagnostic Procedures and Treatments List several money market instruments.
3	*Principles of Electrocardiography* • The Electrical Conduction System of the Heart • The Electrocardiograph • Performing Electrocardiography

4	***Assisting in Pulmonary Medicine*** • The Respiratory System • Ventilation • Respiratory System Defenses • Major Diseases of the Respiratory System • The Medical Assistant's Role in Pulmonary Procedures
5	***Nutrition, Exercise, and Healthy Living*** • Nutrition and Dietetics • The Food Group Pyramid • Nutritional Status Assessment
6	***Nutrition, Exercise, and Healthy Living*** • Reading Food Labels • Food-Borne Diseases • Eating Disorders • Health Promotion
7	***Principles of Pharmacology*** • Government Regulations • Drug Abuse • Approaches to Studying Pharmacology • Drug Interaction with the Body • Factors That Affect Drug Action
8	***Principles of Pharmacology (Continued)*** • Classifications of Drug Actions • Herbal and Alternative Therapies Mid-Term Examination.
9	***Pharmacology Math*** • Drug Labels • Math Basics • Systems of Measurement.
10	***Pharmacology Math (Continued)*** • Calculating drug Dosages for Administration • Pediatric Dosages • Reconstituting Powdered Injectable Medications
11	***Administering Medications*** • Safety in Drug Administration • Drug Forms and Administration • Parenteral Medication Equipment

12	***Administering Medications*** • Safety in Drug Administration • Drug Forms and Administration • Parenteral Medication Equipment
13	***Assisting in Pulmonary Medicine*** • The Respiratory System • Ventilation • Respiratory System Defenses • Major Diseases of the Respiratory System • The Medical Assistant's Role in Pulmonary Procedures.
14	***Review for Comprehensive Final Examination***
15	**Comprehensive Final Examination**.

Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.

Revised February 2016

Student Name_____
Semester_____**Instructor**_____

Clinical Skills II Competency Procedures

Comp	Description of comp	CAAHEP	Date Achieved	Documentation or work product	Instructor sign off
30-1	Teach the Patient to Understand Food Labels	I-A1, I-A2, III-A2, IV-P5, IV-P9			
30-1	Instruct Patients According to their Needs to Promote Health Maintenance and Disease Prevention	IV-P5			
33-1	Prepare a Prescription for the Physician's Signature	I-A1, II-P1, II-A1			
34-2	Prepare Proper Dosages of Medication for Administration: Convert Among Measurement Systems	I-A1, II-P1, II-A1			
34-4	Apply Mathematic Computations to Solve Equations: Calculate the Proper Pediatric dosage Using Body Weight	I-A1			
35-1*	Safety Measures in Preparing, Administering, and Documenting Medications	I-P10, I-A1, II-A1, IV-P2, IV-P8			
35-1	Verify Ordered Doses/Dosages Prior to Administration	II-A1			
35-2	Maintain Medication Records	IV-P2, IV-P8, IV-P9			
35-3	Administer Oral Medications	I-P8, I-P9, II-A1, III-P2, IV-P2			
35-4	Administer Parenteral (Excluding IV) Medications: Fill a Syringe from an Ampule	I-P9, I-P10, I-A1, II-A1, III-P2			
35-5	Administer Parenteral (Excluding IV) Medications: Fill a Syringe from a Vial	I-P9, I-P10, I-A1, II-A1, III-P2			
37-7	Administer Parenteral (Excluding IV) Medications: Give a Intradermal Injection	I-P9, I-P10, I-A1 II-A1, III-P2			
35-8	Select the Proper Site for Administering a Parenteral Medication: Give a Subcutaneous Injection	I-P7, I-P9, I-P10, I-A1, II-A1, III-P2			

35-10	Administer Parenteral (Excluding IV) Medications: Give an Intramuscular Injection into the Deltoid	I-P9, I-P10, I-A1 II-A1, III-P2			
35-11	Select the Proper Site for Administering a Parenteral Medication: Administer a Pediatric Intramuscular Vastus Lateralis Injection	I-P7, I-P9, I-P10, I-A1, II-A1, III-P2, IV-P2			
49-1*	Perform Electrocardiography: Obtain a 12-Lead ECG	I-P5, I-P10, IV-P5, IV-P6			
	25 Vitals Sheet				
	Top 50 Drug Project				

All Competencies listed must have had a minimum of three attempts and have been completed with a grade of 85 or better.

Instructor Signature_____

Date_____

Medical Program Director Signature_____

 Date_____

MIDTERM

Professionalism   Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points   _____/100 points

Student's Signature: _____   Date: _____

10

FINAL

Professionalism Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points   _____/100 points

Elmira Business Institute
Student Syllabus: Professional Medical Coding II (MED260)

Prerequisites: **Medical Terminology (MED110)**   **Course Credits: 3**
Professional Medial Coding I (MED150)
Anatomy & Physiology (MED120)
Medical Billing (MED130)

Course Description

This course is designed to provide the individual with a comprehensive level of procedural coding education. The student will be introduced to general healthcare compliance matters, coding ethics and standards. The student will also be introduced to fundamental guidelines of procedural coding, related to evaluation and management services and surgical procedures of the systems. Participants will have a working knowledge of CPT coding and HCPCS supply coding as it relates to physician services. The student will demonstrate an understanding of Medicare law and third party carriers and guidelines and physician documentation requirements.

Student Learning Outcomes

Upon completion of this course, students will be able to:
- Identify key terms relating to healthcare compliance and coding. The student will understand coding ethics, standards and the importance of following a compliance program.
- Have an understanding of the three levels of HCPCS coding and will be able to navigate through the corresponding manuals.
- Demonstrate an understanding of the terminology that pertains to correct documentation standards.
- Understand the documentation requirements for office notes, operative notes, and ancillary services.
- Identify the key components associated with the evaluation and management codes and the requirements for meeting key component criteria for each code.
- Understand the key points associated with each set of evaluation and management subsection guidelines.
- Gain a working understanding of the global surgical package as defined by CMS and the AMA.
- Gain a working knowledge of the anatomy and terminology associated with the systems. Students will demonstrate their ability to choose appropriate procedural codes and modifiers.

Career Portfolio for Workplace Skills Program

Your Career Portfolio for Workplace Skills material demonstrates your competency and skills in your chosen career field. The completed portfolio will allow you to present examples of abilities and relevant skills to prospective employers as evidence of career readiness.

Career Portfolio for Workplace Skills Project for MED260

For the coding project the students will be given a worksheet consisting of 200 questions related to code selection for various scenarios. This worksheet will serve to demonstrate the student's ability to identify, code, and sequence procedures and service for a variety of settings. Some questions are simple one or two line descriptions that will require the student to identify the

correct code from the CPT or HCPCS systems. Other questions will require the student to read excerpts from a patient's medical record to identify and code the procedures/services. The instructor will provide the student with the worksheet and complete directions in class.

Required Course Texts & Course Materials

Mary Jo Bowie MS, BS, AAS, RHIA, RHIT and Regina M. Schaffer AAS, RHIT, CPC
Understanding Procedural Coding A Worktext 4th ed. Clifton Park: Delmar, 2015. Print. (ISBN: 9781285774077)
Buck, Carol MS, CPC-I, CPC, CPC-H, CCS-P. *2016 ICD10-CM for Physicians. Maryland Heights:* Missouri: Elsevier, 2015. Print. (ISBN: 9780323389839)
Buck, Carol MS, CPC-I, CPC, CPC-H, CCS-P. *2016 HCPCS level. 2.* 1st ed. Missouri: Elsevier, 2015. Print. (ISBN: 9780323279864)
American Medical Association, Ed. *CPT 2016: Current Procedural Terminology. Professional Edition.* Chicago: American Medical Association, 2015. Print. (ISBN: 9781622022045)

Supplemental educational learning materials may include and are not limited to
The instructor will supply.

Assessment

Assignments and projects will be evaluated on a standard grading rubric. Practical and written examinations will be graded according to content; (multiple choice, fill-in-the blank, short answer, and/or practicum).

The instructor will endeavor to return student work product by the next official class period whenever possible. Essay and/or research projects will be returned as soon as all class projects have been graded.

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Elmira Business Institute (EBI) syllabi contain assignments in alignment with the federal government's definition of appropriate, assigned homework for each credit hour. For each one-credit hour of classroom or direct faculty instruction, two hours of out-of-class student work will be assigned. (For example: A three-credit course will include an average of six (6) hours of homework each week.). For classes with laboratory or clinical work, a three-credit, four-hour class will include an average of six (6) hours of homework each week. For externships, each credit hour will include an average of three (3) hours of homework per week. Assignments are directly relevant to course objectives and learning outcomes and are included at the end of the syllabi. Each assignment will be graded and recorded by the instructor.

Evaluation

Assessment Type	% of Grade
Attendance/Professionalism	15%
Assignments	25%
Tests	25%
Mid-Term/Final Examinations	20%
Career Portfolio	15%
Total	100%

Grading Scheme

Numerical Average	Letter Grade	Quality Points
95-100	A	4.0
90-94	A-	3.7
86-89	B+	3.3
83-85	B	3.0
80-82	B-	2.7
76-79	C+	2.3
73-75	C	2.0
70-72	C-	1.7
68-69	D+	1.3
66-67	D	1.0
65	D-	0.7
0-64	F	0.0
Withdraw/Failing	W/F	0.0
Withdraw	W	----
Incomplete	I	----
Test Out	TO	----
Transfer of Credit	T	----

Course Policies

Behavioral Standards

Students are expected to abide by all public laws; to comply with the regulations and policies of the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. Respect for others in terms of language, demeanor, and attention to others while they are speaking is expected.

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No eating or drinking in EBI's classroom laboratories (medical, business or technology), Library and Academic Achievement Center.

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Attendance is mandatory and will be used when calculating participation/attendance. Class will begin promptly. Students who are late or absent are responsible to obtain lecture notes, assignments,

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Students who do not attend classes after missing 14 consecutive calendar days or who fail to attend classes on a regular basis will be administratively dropped by the college. Since attendance is also used to verify enrollment for financial aid purposes, it is important that students attend classes on a regular basis to avoid loss of financial aid eligibility (student loans) and federal and state grants.

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Please keep in mind that plagiarism includes:
- Copying another person's work and claiming credit for it
- Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source whether or not it is a direct quotation
- Incorrectly citing a source
- Failing to use quotation marks for a direct quote
- Improperly paraphrasing—both the words and the structure of your writing must differ from your source

Students will be given a complete policy the first day of class to review and sign.
For questions about plagiarism or assistance at any part of the writing process, please visit the Academic Achievement Center or Library.

Academic Support

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Tutoring is available at a variety of times throughout the week. Please see the instructor for tutoring availability each week.

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Course Schedule

Lesson #	*Topic*
1	*Introduction to Current Procedural Terminology* • History of Current Procedural Terminology • The Structure and Design of CPT • Resequencing Initiative • CPT as Part of HSPCS *Modifiers* • Definition of Purposes of Modifiers • Use of Modifiers for Various Procedures and Service Locations • Modifiers Used for Hospital Outpatient Services • CPT Level I Modifiers
2	*Evaluation and Management* • Documentation Guidelines for Evaluation and Management Services • Overview of the Evaluation and Management Section • Evaluation and Management Coding

3	*Anesthesia* • Guideline Related to the National Correct Coding Initiative • Abbreviations Relating to Anesthesia • What is Anesthesia, and How Is It Administered? • Coding and Billing Anesthesia Services • Calculating Anesthesia Charges • Special Billing Considerations-Anesthesia Administered by Physician • Billing Concerns
4	*Surgery and the Integumentary Systems* • Surgery Guidelines • The National Correct Coding Initiative • Guidelines Related to the National Correct Coding Initiative • Abbreviations Related to the Integumentary Systems
5	*Musculoskeletal System* • Guidelines Related to the National Correct coding Initiative • Abbreviations Related to the Musculoskeletal system • General Procedures • Procedures for Musculoskeletal Systems by Body Site • Applications of Casts and Strapping • Endoscopy/Arthroscopy *Respiratory System* • Guidelines Related to the National Correct Coding Initiative • Abbreviations Related to the Respiratory System • Anatomy of the Respiratory system • Procedures Completed on the nose • Procedures Completed on the Accessory Sinuses • Procedures Completed on the Larynx • Procedures Completed on the Trachea and Bronchi • Procedures Completed on the Lungs and Pleura
6	*Cardiovascular System* • Guidelines Related to the National Correct coding Initiative • Abbreviations Related to the Cardiovascular • Coding Cardiovascular Procedures • Coronary Artery Bypass Grafts • Arteries and Veins • Vascular Injection Procedures • Arterial and Arteriovenous Procedures

7	*Hemic and Lymphatic Systems* • Guidelines Related to the National coding Initiative • Structures of the Hemic and Lymphatic Systems • Procedures Completed on the Spleen • General Procedures • Procedures performed on the Lymph Nodes and Lymphatic Channels *Mediastinum and Diaphragm* • Guidelines Related to the National Correct Coding Initiative • Procedures Completed in the Mediastinum • Procedures Completed on the Diaphragm *Digestive System* • Guidelines Related to the National Correct coding Initiative • Abbreviations Relating to the Digestive System • Lips, Mouth, Tongue, Teeth, Palate, Uvula, and Salivary Glands • Pharynx, Adenoids, and Tonsils • Esophagus • Stomach • Intestines, Except Rectum • Meckel's Diverticulum and the Mesentery • Rectum • Anus • Liver • Biliary Tract • Pancreas • Abdomen, Peritoneum, and Omentum
8	*Urinary System* • Guidelines Related to the National Correct coding Initiative • Abbreviations Associated with the Urinary System • Anatomy of the Urinary System • Procedures completed on the Kidneys • Procedures completed on the Ureter • Procedures completed on the Bladder • Procedures completed on the Urethra
9	*Male Genital System* • Guidelines Related to the National Correct Coding Initiative • Abbreviations Associated with the Male Genital System • Penis • Testis • Epididymis and Tunica Vaginalis • Scrotum and Vas Deferens and Spermatic Ford and Seminal Vesicles • Prostate • Intersex Surgery

	Female Genital System • Guidelines Related to the National Correct Coding Initiative • Abbreviations Associated with the Female Genital System • Vulva, Perineum, and Introitus • Vagina • Cervix Uteri • Corpus Uteri • Laparoscopy and Hysteroscopy • Oviduct and Ovary • In Vitro Fertilization *Maternity Care and Delivery* • Guidelines Related to the National Correct Coding Initiative • Abbreviations Associated with Maternity Care and Delivery • Antepartum Services • Vaginal Delivery and Cesarean Delivery, Antepartum and Postpartum Care • Delivery after Previous Cesarean Delivery • Abortion and Other Procedures
10	*Endocrine System* • Guidelines Related to the National Correct Coding Initiative • Thyroid Gland • Parathyroid, Thymus, Adrenal Glands, Pancreas, and Carotid Body *Nervous System* • Guidelines Related to the National Correct Coding Initiative • Abbreviations Associated with the Nervous System • Anatomy of the Nervous System • Procedures Completed on the Nervous System *Eye and Ocular Adnexa* • Guidelines Related to the National Correct Coding Initiative • Abbreviations Associated to the Eye and Ocular Adnexa • Anatomy of the Eye • Procedures Completed on the Eyeball • Procedures Completed on the Anterior Segment • Procedures Completed on the Posterior Segment • Procedures Completed on the Ocular Adnexa *Auditory System and Operating Microscope* • Guidelines Related to the National Correct Coding Initiative • Abbreviations Associated with the Auditory System • Anatomy of the Auditory System • Procedures Completed on the External Ear • Procedures Completed on the Middle Ear • Procedures Completed on the Inner Ear and the Temporal Bone, Middle Fossa Approach • Operating Microscope

11	*Radiology* • Guidelines Related to the National Correct Coding Initiative • Terminology • Abbreviations Associated with Radiology • Diagnostic Radiology • Diagnostic Ultrasound • Radiologic Guidance • Breast Mammography • Bone/Joint Studies • Radiation Oncology • Nuclear Medicine
12	*Pathology and Laboratory* • Guidelines Related to the National Correct coding Initiative • Coding for Pathology and Laboratory Services • Abbreviations Associated with Laboratory Coding
13	*Medicine* • Guidelines Related to the National Correct Coding Initiative • Immune Globulins • Immunization Administration for Vaccines and Toxoids • Vaccines and Toxoids • Psychiatry • Biofeedback • Dialysis • Gastroenterology • Ophthalmology • Special Otorhinolaryngologic Services • Cardiovascular • Noninvasive Vascular Diagnostic Studies • Pulmonary • Allergy and Clinical Immunology • Neurology and Neuromuscular Procedures • Central Nervous Systems Assessments and Tests and Health Behavior Assessment and Intervention • Hydrations, Therapeutic, Prophylactic, Diagnostic Injections and Infusions, and Chemotherapy and Other Highly Complex Drug or Highly Complex Biologic Agent Administration • Photodynamic Therapy • Special Dermatological Procedures • Physical Medicine and Rehabilitation • Additional Procedures

14	*HCPCS Codes* • Certificate of Medical Necessity for DME Items and Advanced Beneficiary Notice • Organization and Use of HCPCS Level II Codes • HCPCS Sections
15	***Final Examination***

Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.

Revised February 2016 mzt

General Information about Composing a Case Analysis

In general, a case study analysis should be organized to deal with the following items:

1. Concise, chronological restatement of the history, background, and important facts of the situation.
2. Identification of major problem(s) and issues – clearly state what the problem(s) and issues are as you interpret the case.
3. Analysis of the problem(s) – list the factors contributing to the problem(s) you have identified; that is, identify why the problem exists.
4. Possible outcomes/solution(s) – State your recommendations for dealing with the problem(s) and issues you have identified.

Adapted from http://pages.towson.edu/aclardy/ORG%20BEH%20SYL.htm

Alternate Rubric for Evaluating Case Analysis
Case Analysis Evaluation   100 Points

	Above average	Average	Below average	Points
Proper Case Analysis Format (10 points)	Follows format successfully	Follows format most of the time	Does not follow format consistently	
Content – Analysis (35 points)	Gives own analysis beyond any study questions offered	Gives some analysis	Little to no analysis- only repeats case material	
Content – Support (30 points)	Offers concrete examples and relevant support	Needs more concrete examples and/or relevant support	Selects irrelevant or ineffective examples	
Organization- Effective, Persuasive (15 points)	Connects sentences and paragraphs logically to convey ideas clearly	Connects sentences/paragraphs logically on an inconsistent basis, but main ideas are discernible	Does not connect sentences/paragraphs logically – ideas are unclear	
Writing- Effective Style/Grammar/Mechanics (10 points)	Avoids irrelevant wordiness, jargon, clichés, and uses proper grammar, spelling, and punctuation. Uses professional tone.	Uses irrelevant wordiness, jargon, clichés. Need for more professional tone. Has several grammar, spelling, or punctuation errors.	Uses extensive wordy, redundant, and vague language. Overuses jargon and clichés. Makes numerous grammar, spelling, or punctuation errors.	

Adapted from www.cpcc.edu/learningcollege/learning-outcomes/rubrics/rubric_for_case_studies.doc

The use of http://www.plagiarismchecker.com/ was used on this assignment: Yes____No____

Professional Medical Coding II

For the Project, the student will be given a worksheet consisting of 200 questions related to code selection for various scenarios. This worksheet will serve to demonstrate the student's ability to identify, code, and sequence procedures and services for a variety of settings. Some questions are simple one or two line descriptions that will require the student to identify the correct code from the CPT or HCPCS system. Other questions will require the student to read excerpts from a patient's medical record to identify and code the procedures/services. The instructor will provide the student with the worksheet and complete directions in class.

	Proficient 10-9 points	**Competent 8-6 points**	**Borderline 5-4 points**	**Unprepared 3 or less points**	**Score**
Accuracy – Percentage of questions correctly answered = **80%** of total score	95-100% = 10 points 90-94% = 9 points	85-89% = 8 points 80-84% = 7 points 75-79 % = 6 points	65-74% = 5 points 55-64% = 4 points	45-54% = 3 points 35-44% = 2 points 25- 34% = 1 point	(points X 8)
Completeness – Percentage of questions attempted = **10%** of total score	95-100% = 10 points 90-94% = 9 points	85-89% = 8 points 80-84% = 7 points 75-79 % = 6 points	65-74% = 5 points 55-64% = 4 points	45-54% = 3 points 35-44% = 2 points 25- 34% = 1 point	(points X 1)
Legibility– Is the work easy to read and well presented? = **10%** of total score	Very neat and legible	Mostly neat and legible	Mostly poorly presented and illegible	Little or no effort has been made in this area	(points X 1)

MIDTERM

Professionalism Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points _____/100 points

Student's Signature: _____ Date: _____

FINAL

Professionalism Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
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Total Points   ————/100 points

14

Elmira Business Institute
Student Syllabus: Introduction to Health Information Management (MED270)

Prerequisites: Medical Terminology (MED110)   **Course Credits: 3**

Course Description

This course sets the stage for learners to examine the continuing changes in health care and the impact they have on management of health information. While professional health information management originated in the hospital setting, care has shifted to more cost-effective settings. The more learners can compare and contrast the information demands of these settings, the greater their opportunity for success as medicine becomes more and more invested in the value of information. In addition, this course examines the shift away from fee-for-service medicine toward the managed care model and the demands that managed care makes upon those who work with health information.

Student Learning Outcomes

Upon completion of this course, students will be able to:

- Demonstrate an ability to review and evaluate amendments to medical records for correctness through identification and written justification of examples.
- List the records found in an acute care facility inpatient record and assembly them in a logical filing order.
- Explain the use of pseudonumbers and Soundex codes and proper assign them to sample patients.
- Analyze and interpret data located on disease, procedure and physician indexes
- Review case scenarios and determine if patient information should be released.
- Revise a clinic encounter form with up-to-date diagnosis and procedure codes.

Career Portfolio for Workplace Skills Program

Your Career Portfolio for Workplace Skills material demonstrates your competency and skills in your chosen career field. The completed portfolio will allow you to present examples of abilities and relevant skills to prospective employers as evidence of career readiness.

Individual Career Portfolio course projects must be saved to be added to your on-line portfolio that will be created in Career Placement Seminar. It is your responsibility to keep these projects safe and secure.

Career Portfolio for Workplace Skills Project for MED270

The Career Portfolio Project will be a five-to-seven page paper on the Joint Commission (TJC). The paper will be typed in MLA format, double spaced, using Times New Roman 12 point font. The paper **must** include a definition of TJC, TJC's mission, accreditation eligibility, available accreditation programs offered, the benefits of TJC accreditation, standards and performance measures, the accreditation process, and periodic performance review. This information will be applied to the accreditation of a specific healthcare entity, such hospitals or primary care facilities.

Required Course Texts & Course Materials

McWay, Dana C., *Today's Health Information Management: An Integrated Approach*. 2nd ed
      Clifton Park: Delmar, Cengage Learning, 2014. Print. (ISBN: 9781133592471)
McWay, Dana C., *Workbook to Accompany Today's Health Information Management*: *An*
      Integrated Approach. Workbook. 2nd ed. Clifton Park: Delmar, Cengage Learning,
      2013. Print. (ISBN: 9781133592495)

Supplemental educational learning materials may include and are not limited to

American Academy of Professional Coders, Ed. *Coding Edge* (2013). Print.
U. S. Department of Health and Human Services. *Centers for Medicare & Medicaid Services*.
      2013. Web. 20 Aug. 2013. <http://www.cms.gov/>.
Other sources available on Infotrac Database, such as *Health Data Management*
Money Driven Medicine Fed Up Documentary

Assessment

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- Failing to use quotation marks for a direct quote
- Improperly paraphrasing—both the words and the structure of your writing must differ from your source

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The Library supports the academic programs of the College and offers technology to assist student research in databases and on the Internet. A Librarian is available to assist in research and navigating our resources. Use the Library catalog (http://ebi.scoolaid.net/bin/home) to search for a book in the library, access databases and e-books, and find reference tools. In-formation is also available about community resources, including scholarships, part-time employment, child care, and transportation.

Course Schedule

Lesson#	Topic(s)
1	*Health Care Delivery System* • Historical Development • Health Care Delivery Systems • Medical Staff
2	*The Health Information Management Profession* • Health Information • Careers
3	*Legal Issues* • Overview of External Forces • Understanding the Court System • Health Record as Evidence • Principles of Liability • Legal Issues in HIM • Fraud and Abuse
4	*Ethical Standards* • Ethical Overview • Ethical Decision Making • Bioethical Issues • Ethical Challenges

5	*Health Care Data Content and Structures* • Types, Users, and Flow of Data • Forms Design and Control • Data Storage, Retention, and Destruction • Indices and Registries
6	*Nomenclature and Classification Systems* • Languages, Vocabularies, and Nomenclatures • Classification Systems • Emerging Issues
7	*Quality Health Care Management* • Data Quality • Performance Improvement and Risk Management • Utilization Management
8	Midterm Exam
9	*Health Statistics* • Statistical Literacy • Health Information Management Statistics
10	*Health Statistics* • Research Principles • Research Study Process • Institutional Review Boards • Epidemiology
11	*Database Management* • *Concepts and Functions* • *Data Sets* • *Data Exchange*
12	*Information Systems and Technology* • Information Systems • Systems Architecture *Informatics* • Electronic Health Records • Technology Applications and Trends
13	*Management Organization* • Principles of Management • Management Theories *Human Resource Management* • Employment • Staffing • Employee Rights • Supervision • Workforce Diversity

14	*Financial Management*
	    • Accounting
	    • Budgets
	    • Procurement
	Reimbursement Methodologies
	    • Third-Party Payers
	    • Payment Methodologies
	    • Revenue Cycle Management

15	**Comprehensive Final Examination**

Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.

Revised February 2016 mzt

Health Information Management VISIONS Project: Joint Commission on Accreditation of Healthcare Organizations Essay Rubric

	Excellent: 4 points	**Average: 3 points**	**Fair: 2 points**	**Poor: 1 point**	**Score:**
Content and Completeness: **(5-7 pages)** All questions answered about JACHO	Student goes beyond the requirement of the project. Introduction, conclusion, and all questions answered above and beyond. (8+ pages)	Student meets the upper end of the requirement (7 pages)	Student has 5 full pages.	Student has less than 5 full pages	
Grammar:	Excellent control of grammar and style.	Average control of grammar and style with no more than 6 mistakes in the whole project.	Fair control of grammar and style with no more than 10 mistakes in the whole project.	Poor control of grammar and style with no more than 14 mistakes in the whole project.	
Resources: **(3 minimum)**	Student uses **more** **sources** than are required, and sources used are **all** **academic and** **scholarly**.	Student uses the required number of sources but some may be non-academic.	Student uses less than the required number of sources and some are non-academic.	Student uses all non-academic sources.	
MLA:	MLA style is exemplary and used consistently throughout the essay.	MLA style is used throughout the essay but exhibits 4-5 errors.	MLA style is used inconsistently throughout the essay; 6-7 MLA errors are noted.	MLA style is poorly demonstrated. More than 8-10 MLA errors are noted.	

Total Points:_____/16
Revised 4-7-13

Comments:

	A
	B
	C
	D
(or one of the automatic failures)	F

The use of http://www.plagiarismchecker.com/ was used on this assignment: Yes____No____

MIDTERM

Professionalism   Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points   _____/100 points

Student's Signature: _____   Date: _____

9

FINAL

Professionalism Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points   _____/100 points

Elmira Business Institute
Student Syllabus: Health Care Reimbursement Issues (MED280)

Prerequisites: Medical Terminology (MED110)   **Course Credits: 3**
Medical Billing (MED130)

Course Description

This course is an in-depth examination of insurance and reimbursement methodologies practiced in today's healthcare industry. Topics include private and public insurance systems, prospective and retrospective reimbursement, and managed care. In addition, the student will develop skill in the assignment and reporting of codes for diagnoses and procedures/services and completion of UB-04 (CMS-1450) and CMS-1500 claims for inpatient, outpatient, emergency department, and physician office encounters.

Student Learning Outcomes

Upon completion of this course, students will be able to:
- Discuss introductory health insurance concepts.
- Identify career opportunities available in health insurance.
- List the education and training requirements of a health insurance specialist.
- Describe the job responsibilities of a health insurance specialist.
- Identify and explain the impact of significant events in the history of health care reimbursement.
- Define managed care and explain its effects on a physician's practice.
- Explain the role of credit and collections in processing claims.
- Accurately code diagnoses according to ICD-10-CM coding guidelines.
- Accurately code procedures and services according to CPT coding guidelines.
- List and define each CMS payment system.
- List and define general insurance billing guidelines.
- Explain the characteristics of commercial insurance and government- sponsored health plans.
- Complete Blue Cross Blue Shield, Medicare, Medicaid, TRICARE, and Workers' Compensation insurance claim forms properly.
- Search library online databases for articles and information on topics related to health care reimbursement issues.

Career Portfolio for Workplace Skills Program

Your Career Portfolio for Workplace Skills material demonstrates your competency and skills in your chosen career field. The completed portfolio will allow you to present examples of abilities and relevant skills to prospective employers as evidence of career readiness.

Individual Career Portfolio course projects must be saved to be added to your on-line portfolio that will be created in Career Placement Seminar. It is your responsibility to keep these projects safe and secure.

Career Portfolio for Workplace Skills Project for MED280
The portfolio for the course will be to complete five CMS 1500 forms. The instructor will provide the case scenarios with the information, the student will need to fill in and complete the forms.

The Form CMS-1500 is the standard paper claim form used by health care professionals and suppliers to bill Medicare Carriers or Part A/B and Durable Medical Equipment Medicare Administrative Contractors (A/B MACs and DME MACs).

Required Course Texts & Course Materials

Green, Michelle A., and JoAnn C. Rowell. *Understanding Health Insurance: a Guide to Billing and Reimbursement*. Clifton Park: Delmar Cengage Learning, 12th ed. 2015. Print. (ISBN: 9781285737522)
Green, Michelle a. and JoAnn c. Rowell. *Understanding Health Insurance Workbook.* 12th ed. Print. 2015 (ISBN: 9781285737676)
American Medical Association, Ed. *CPT 2015: Current Procedural Terminology, Professional Edition*. Chicago: American Medical Association, 2014. Print. (ISBN: 9781622020263)
Buck, Carol MS, CPC-I, CPC, CPC-H, CCS-P. *2016 ICD-10-CM for Physicians, Volumes 1and 2. Maryland Heights: Elsevier,* 2015. Print.   (ISBN: 9781455774968)
Buck, Carol MS, CPC-I, CPC, CPC-H, CCS-P. *2015 HCPCS Level.2.*   Maryland Heights: Elsevier, 2013. Print. (ISBN: 9781455745272)

Supplemental educational learning materials may include and are not limited to
Elmira Business Institute Library online databases.

Assessment

Assignments and projects will be evaluated on a standard grading rubric. Practical and written examinations will be graded according to content; (multiple choice, fill-in-the blank, short answer, and/or practicum).

The instructor will endeavor to return student work product by the next official class period whenever possible. Essay and/or research projects will be returned as soon as all class projects have been graded.

Student Homework Policy Statement
Elmira Business Institute (EBI) syllabi contain assignments in alignment with the federal government's definition of appropriate, assigned homework for each credit hour. For each one-credit hour of classroom or direct faculty instruction, two hours of out-of-class student work will be assigned. (For example: A three-credit course will include an average of six (6) hours of homework each week.). For classes with laboratory or clinical work, a three-credit, four-hour class will include an average of six (6) hours of homework each week. For externships, each credit hour will include an average of three (3) hours of homework per week. Assignments are directly relevant to course objectives and learning outcomes and are included at the end of the syllabi. Each assignment will be graded and recorded by the instructor.

Evaluation

Assessment Type	% of Grade
Attendance/Professionalism	15%
Assignments	25%
Tests	25%
Midterm/Final Exam	20%
Career Portfolio Project	15%
Total	100%

Grading Scheme

Numerical Average	Letter Grade	Quality Points
95-100	A	4.0
90-94	A-	3.7
86-89	B+	3.3
83-85	B	3.0
80-82	B-	2.7
76-79	C+	2.3
73-75	C	2.0
70-72	C-	1.7
68-69	D+	1.3
66-67	D	1.0
65	D-	0.7
0-64	F	0.0
Withdraw/Failing	W/F	0.0
Withdraw	W	----
Incomplete	I	----
Test Out	TO	----
Transfer of Credit	T	----

Course Policies

Behavioral Standards

Students are expected to abide by all public laws; to comply with the regulations and policies of the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. Respect for others in terms of language, demeanor, and attention to others while they are speaking is expected.

The College reserves the right to dismiss or suspend students for conduct which impedes, disrupts, or interferes with the orderly and continuous administration and operation of the College or any unit of the College. Attending EBI is not a right; it is a privilege.

As a part of its mission to prepare students for careers in the business and healthcare world, EBI requires students to dress in a manner that will create a positive self-image. Inappropriately dressed students may not be permitted to attend classes. Students in College externships are required to follow the participating organization's dress code.

No cell phone use or Internet access is allowed in the classroom unless permission is granted by the instructor and usage is course appropriate.

No eating or drinking in EBI's classroom laboratories (medical, business or technology), Library and Academic Achievement Center.

Attendance Policy
Attendance is mandatory and will be used when calculating participation/attendance. Class will begin promptly. Students who are late or absent are responsible to obtain lecture notes, assignments, and announcements after class, so as not to interfere with class time, or the work of fellow students. Along with the portfolio, one of the first questions a potential employer will ask the Career Services representative about is student attendance. Your attendance in the classroom directly represents your quality of potential work.

Students who do not attend classes after missing 14 consecutive calendar days or who fail to attend classes on a regular basis will be administratively dropped by the college. Since attendance is also used to verify enrollment for financial aid purposes, it is important that students attend classes on a regular basis to avoid loss of financial aid eligibility (student loans) and federal and state grants.

Make-Up Policy
When a student is absent, that student is responsible for making up missed class work. Make-up tests or quizzes *may* be offered at the *instructor's discretion* via ONE-STOP at the Library, and it is the student's responsibility to arrange a time at the librarian's convenience. One-Stop tests and quizzes must be taken within one week of the date of absence; failure to make up work, quizzes, or exams in a timely manner may result in a 0 grade. There is no charge for make-up work.

Students will not be allowed to make up the Midterm or Final Examination for the course. Midterm or Final Examinations may only be made up with approval from the Campus Director/Dean and appropriate documentation.

Academic Integrity/Plagiarism Rules
Elmira Business Institute is committed to supporting its mission to provide an educational experience designed to develop professional competencies including developing habits of personal and professional integrity. The College expects all members of its community—students, faculty, and staff—to act honestly in all situations. Actions of Academic Dishonesty will not be tolerated. Academic Dishonesty "is any form of cheating and plagiarism which results in students giving or receiving unauthorized assistance in an academic assignment or receiving credit for work which is not their own." All students are expected to agree to a pledge of honesty concerning their academic work, and faculty is expected to maintain the standards of that code. If you think it may be cheating, it probably is.

Please keep in mind that plagiarism includes:
- Copying another person's work and claiming credit for it
- Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source <u>whether or not it is a direct quotation</u>
- Incorrectly citing a source
- Failing to use quotation marks for a direct quote
- Improperly paraphrasing—both the <u>words</u> and the <u>structure</u> of your writing must differ from your source

Students will be given a complete policy the first day of class to review and sign.
For questions about plagiarism or assistance at any part of the writing process, please visit the Academic Achievement Center or Library.

Academic Support

Tutoring
Tutoring is available at a variety of times throughout the week. Please see the instructor for tutoring availability each week.

Academic Achievement Center
The Academic Achievement Center (AAC) hours are posted outside the door. The AAC Lab is the first stop for help for assignments, study skills, or writing for any course.

Academic Advising/Mentoring
Academic Advising/Mentoring is provided to each student throughout the semester. Staff or Faculty Mentors can facilitate student access to learning resources and answer basic questions regarding EBI academic programs and policies.

The Library
The Library supports the academic programs of the College and offers technology to assist student research in databases and on the Internet. A Librarian is available to assist in research and navigating our resources. Use the Library catalog (http://ebi.scoolaid.net/bin/home) to search for a book in the library, access databases and e-books, and find reference tools. In-formation is also available about community resources, including scholarships, part-time employment, child care, and transportation.

Course Schedule

Lesson #	Topic(s)
1	Chapter 1: Health Insurance Specialist Career: - Overview - Career Opportunities - Education and Training - Job Responsibilities - Professionalism

2	Chapter 2: Introduction to Health Insurance: • Health Insurance Coverage Statistics • Major Developments in Health Insurance • Health care documentation • Electronic Health Record(HER) Chapter 3: Managed Care : • History • Organization • Models • Consumer-Directed Health Plans • Accreditation • Effects on a Physician's Practice
3	Chapter 4: Processing an Insurance Claim : • Processing a Claim • Managing New Patients • Managing Established Patients • Managing Office Insurance finances • Insurance Claim Life Cycle • Maintaining Insurance Claim Files • Credit and collections
4	Chapter 5: Legal and Regulatory Issues : • Legal and Regulatory Considerations • Federal Laws & Events That Affect Health Care • Retention of Records • Health Insurance Portability and Accountability Act (HIPAA) Chapter 6: ICD-10-CM Coding: • Overview of ICD-10-CM • Coding Conventions • Index to Diseases & Injuries • Tabular List of Diseases & Injuries • Official Guidelines for Coding and Reporting
5	Chapter 7: CPT Coding: • Overview • CPT Sections, Subsections, Categories, and Subcategories • CPT Index • CPT Modifiers • Coding Procedures & Services • Evaluation & Management Section • Anesthesia Section • Surgery Section • Radiology Section • Pathology & Laboratory Section • Medicine Section • National Correct Coding Initiative

6	Chapter 8: HCPCS Level II Coding: • Overview • HCPCS Level II National Codes • Determining Pay Responsibility • Assigning HCPCS Level II Codes
7	Chapter 9: CMS Reimbursement Methodologies: • History • CMS Payment Systems • Ambulance Fee Schedule • Ambulatory Surgical Center Payment Rates • Clinical Laboratory Fee Schedule • Durable Medical Equipment, Prosthetics/Orthotics, & Supplies Fee Schedule • End-Stage Renal Disease(ESRD) Composite Rate Payment system • Home Health Prospective Payment System • Hospital Inpatient Prospective Payment system • Hospital Outpatient Prospective Payment System • Inpatient Psychiatric Facility Prospective Payment system • Inpatient Rehabilitation Facility Prospective Payment system • Long –Term (Acute) Care Hospital Prospective Payment system • Skilled Nursing Facility Prospective Payment system • Medicare Physician Fee Schedule • Chargemaster • Revenue Cycle Management • UB-04 Claim
8	Midterm
9	Chapter 12: Commercial Insurance: • Commercial Health Insurance • Automobile, Disability, and Liability Insurance • Commercial Claims • Claims Instructions • Commercial Secondary Coverage • Commercial Group Health Plan Coverage Chapter 13: Blue Cross Blue Shield : • History • Plans • Billing Notes • Claims Instructions • Secondary Coverage

10	Chapter 14: Medicare: • Eligibility • Enrollment • Part A • Part B • Part C • Part D • Other Medicare Health Plans • Employer & Union Health Plans • Medigap • Participating Providers • Nonparticipating Providers • Mandatory claims submission • Private Contracting • Advance Beneficiary Notice of Noncoverage • Experimental & Investigational Procedures • Medicare as Primary Payer • Medicare as Secondary Payer • Medicare Summary Notice • Billing Notes • Claims Instruction • Medicare & Medigap claims • Medicare-Medicaid (Medi-Medi) Crossover Claims • Medicare as Secondary Payer Claims • Roster billing for Mass Vaccination Programs
11	Chapter 15: Medicaid: • Eligibility • Medicaid Covered Services • Payment • Billing Notes • Claims Instructions • Medicaid as Secondary Payer claims • Mother/Baby Claims • SCHIP Claims

12	Chapter 16: TRICARE: • Background • Administration • CHAMPVA • Options • Special Programs • Supplemental Plan s • Billing Notes • Claims Instructions • TRICARE as Secondary Payer • TRICARE & supplemental Coverage
13	Chapter 17: Workers' Compensation: • Federal Programs • State Programs • Eligibility • Classification of Cases • Special Handling of Cases • Workers' Compensation & Managed Care • First Report of Injury Form • Progress Reports • Appeals & Adjudication • Fraud & Abuse • Billing Notes • Claims Instructions
14	Review for Comprehensive Final Exam
15	**Comprehensive Final Examination**

Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.

Revised February 2016 mzt

General Information about Composing a Case Analysis

In general, a case study analysis should be organized to deal with the following items:
1. Concise, chronological restatement of the history, background, and important facts of the situation.
2. Identification of major problem(s) and issues – clearly state what the problem(s) and issues are as you interpret the case.
3. Analysis of the problem(s) – list the factors contributing to the problem(s) you have identified; that is, identify why the problem exists.
4. Possible outcomes/solution(s) – State your recommendations for dealing with the problem(s) and issues you have identified.

Adapted from http://pages.towson.edu/aclardy/ORG%20BEH%20SYL.htm

Alternate Rubric for Evaluating Case Analysis
Case Analysis Evaluation   100 Points

	Above average	Average	Below average	Points
Proper Case Analysis Format (10 points)	Follows format successfully	Follows format most of the time	Does not follow format consistently	
Content – Analysis (35 points)	Gives own analysis beyond any study questions offered	Gives some analysis	Little to no analysis- only repeats case material	
Content – Support (30 points)	Offers concrete examples and relevant support	Needs more concrete examples and/or relevant support	Selects irrelevant or ineffective examples	
Organization- Effective, Persuasive (15 points)	Connects sentences and paragraphs logically to convey ideas clearly	Connects sentences/paragraphs logically on an inconsistent basis, but main ideas are discernible	Does not connect sentences/paragraphs logically – ideas are unclear	
Writing- Effective Style/Grammar/Mechanics (10 points)	Avoids irrelevant wordiness, jargon, clichés, and uses proper grammar, spelling, and punctuation. Uses professional tone.	Uses irrelevant wordiness, jargon, clichés. Need for more professional tone. Has several grammar, spelling, or punctuation errors.	Uses extensive wordy, redundant, and vague language. Overuses jargon and clichés. Makes numerous grammar, spelling, or punctuation errors.	

Adapted from www.cpcc.edu/learningcollege/learning-outcomes/rubrics/rubric_for_case_studies.doc

The use of http://www.plagiarismchecker.com/ was used on this assignment: Yes____No____

MIDTERM

Professionalism Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 7 out of 8 meetings.	The student arrives on time for the course, and stays for the duration of the class for 5 to 6 meetings.	The student arrives on time for the course, and stays for the duration of the class for 3 to 4 meetings	The student arrives late for the course, and/or stays for the duration of 2 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points   _____/100 points

Student's Signature: _____   Date: _____

FINAL

Professionalism Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points _____/100 points

Student's Signature: _____ Date: _____

Elmira Business Institute
Student Syllabus: Introduction to Computers (MIC110)

Prerequisites: None   **Course Credits: 1**

Course Description

This first course in modern computers aims to develop a basic understanding of the principles of electronic data processing technology. The chronological history of technical developments and major contributions in the computer industry, past and present, are discussed. Besides the development of the field of topics in data processing technology, the characteristics and roles of software and hardware and the relationship to the business entity will be stressed along with the issues of technology and society and the ethical use of technology.

Student Learning Outcomes

Upon completion of this course, students will be able to:

- Understand the basics of a computer and how it can have an impact in the job environment
- Demonstrate knowledge of essential terminology for computer consumers
- Identify and explain typical specifications when purchasing a new computer
- Identify the categories of personal computers
- Articulate what computer is most useful for their personal use, and why
- Recognize and describe computer input and output peripherals
- Describe the functions and types of computer memory
- List the advantages and disadvantages of the three computer storage technologies
- Use academic sources to explain how computer networking and security issues can impact business technology operations
- Distinguish between the categories of software and describe their uses
- Describe the role of the internet and email in business technology
- Demonstrate knowledge of file management.
- Recognize and describe various data security threats.
- Describe a network and explain its uses.
- Examine the Web and E-Commerce.
- Explain how digital media works.

Career Portfolio for Workplace Skills Program

Your Career Portfolio for Workplace Skills material demonstrates your competency and skills in your chosen career field. The completed portfolio will allow you to present examples of abilities and relevant skills to prospective employers as evidence of career readiness.

Individual Career Portfolio course projects must be saved to be added to your on-line portfolio that will be created in Career Placement Seminar. It is your responsibility to keep these projects safe and secure.

Career Portfolio for Workplace Skills Project for MIC110
None

Required Course Texts & Course Materials

June Jamrich Parsons. *New Perspectives on Computer Concepts* 2016. Comprehensive, 18th Edition. Print. (ISBN-13: 978-1-305-27161-6)

Supplemental educational learning materials may include and are not limited to

To be provided by the instructor.

Assessment

Assignments and projects will be evaluated on a standard grading rubric. Practical and written examinations will be graded according to content; (multiple choice, fill-in-the blank, short answer, and/or practicum).

The instructor will endeavor to return student work product by the next official class period whenever possible. Essay and/or research projects will be returned as soon as all class projects have been graded.

Student Homework Policy Statement

Elmira Business Institute (EBI) syllabi contain assignments in alignment with the federal government's definition of appropriate, assigned homework for each credit hour. For each one-credit hour of classroom or direct faculty instruction, two hours of out-of-class student work will be assigned. (For example: A three-credit course will include an average of six (6) hours of homework each week.). For classes with laboratory or clinical work, a three-credit, four-hour class will include an average of six (6) hours of homework each week. For externships, each credit hour will include an average of three (3) hours of homework per week. Assignments are directly relevant to course objectives and learning outcomes and are included at the end of the syllabi. Each assignment will be graded and recorded by the instructor.

Evaluation

Assessment Type	% of Grade
Tests and Quizzes	45%
Assignments	40%
Professionalism/Attendance	15%
Total	**100%**

Grading Scheme:

Numerical Average	Letter Grade	Quality Points
95-100	A	4.0
90-94	A-	3.7
86-89	B+	3.3
83-85	B	3.0
80-82	B-	2.7
76-79	C+	2.3
73-75	C	2.0
70-72	C-	1.7
68-69	D+	1.3
66-67	D	1.0

Numerical Average	Letter Grade	Quality Points
65	D-	0.7
0-64	F	0.0
Withdraw/Failing	W/F	0.0
Withdraw	W	----
Incomplete	I	----
Test Out	TO	----
Transfer of Credit	T	----

Course Policies

The course is graded on a Pass/Fail grading scale. The students who actively participants in the course by attending and participating class, completing quizzes and homework with an average of 68 percent or higher will be awarded a grade of Pass for the course. Students below a 70 percent average on assigned homework and quizzes will be required to attend a weekly tutoring session in the Mathematics Lab. The students who fail to meet these requirements will receive a Fail for the course and will repeat the course.

The instructor will endeavor to return student work product by the next official class period whenever possible. Essay and/or research projects will be returned as soon as all class projects

Behavioral Standards

Students are expected to abide by all public laws; to comply with the regulations and policies of the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. Respect for others in terms of language, demeanor, and attention to others while they are speaking is expected.

The College reserves the right to dismiss or suspend students for conduct which impedes, disrupts, or interferes with the orderly and continuous administration and operation of the College or any unit of the College. Attending EBI is not a right; it is a privilege.

As a part of its mission to prepare students for careers in the business and healthcare world, EBI requires students to dress in a manner that will create a positive self-image. Inappropriately dressed students may not be permitted to attend classes. Students in College externships are required to follow the participating organization's dress code.

No cell phone use or Internet access is allowed in the classroom unless permission is granted by the instructor and usage is course appropriate

No eating or drinking in EBI's classroom laboratories (medical, business or technology), Library and Academic Achievement Center.

Attendance Policy

Attendance is mandatory and will be used when calculating participation/attendance. Class will begin promptly. Students who are late or absent are responsible to obtain lecture notes, assignments, and announcements after class, so as not to interfere with class time, or the work of fellow students. Along with the portfolio, one of the first questions a potential employer will ask the Career Services representative about is student attendance. Your attendance in the classroom directly represents your quality of potential work.

Students who do not attend classes after missing 14 consecutive calendar days or who fail to attend classes on a regular basis will be administratively dropped by the college. Since attendance is also used to verify enrollment for financial aid purposes, it is important that students attend classes on a regular basis to avoid loss of financial aid eligibility (student loans) and federal and state grants.

Make-Up Policy

When a student is absent, that student is responsible for making up missed class work. Make-up tests or quizzes <u>*may*</u> be offered at the <u>*instructor's discretion*</u> via ONE-STOP at the Library, and it is the student's responsibility to arrange a time at the librarian's convenience. One-Stop tests and quizzes must be taken within one week of the date of absence; failure to make up work, quizzes, or exams in a timely manner may result in a 0 grade. There is no charge for make-up work.

Students will not be allowed to make up the Midterm or Final Examination for the course. Midterm or Final Examinations may only be made up with approval from the Campus Director/Dean and appropriate documentation.

Academic Integrity/Plagiarism Rules

Elmira Business Institute is committed to supporting its mission to provide an educational experience designed to develop professional competencies including developing habits of personal and professional integrity. The College expects all members of its community—students, faculty, and staff—to act honestly in all situations. Actions of Academic Dishonesty will not be tolerated. Academic Dishonesty "is any form of cheating and plagiarism which results in students giving or receiving unauthorized assistance in an academic assignment or receiving credit for work which is not their own." All students are expected to agree to a pledge of honesty concerning their academic work, and faculty is expected to maintain the standards of that code. If you think it may be cheating, it probably is.

Please keep in mind that plagiarism includes:

- Copying another person's work and claiming credit for it
- Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source <u>whether or not it is a direct quotation</u>
- Incorrectly citing a source
- Failing to use quotation marks for a direct quote
- Improperly paraphrasing—both the <u>words</u> and the <u>structure</u> of your writing must differ from your source

Students will be given a complete policy the first day of class to review and sign.
For questions about plagiarism or assistance at any part of the writing process, please visit the Academic Achievement Center or Library.

Academic Support

Tutoring

Tutoring is available at a variety of times throughout the week. Please see the instructor for tutoring availability each week.

Academic Achievement Center
The Academic Achievement Center (AAC) hours are posted outside the door. The AAC Lab is the first stop for help for assignments, study skills, or writing for any course.

Academic Advising/Mentoring
Academic Advising/Mentoring is provided to each student throughout the semester. Staff or Faculty Mentors can facilitate student access to learning resources and answer basic questions regarding EBI academic programs and policies.

The Library
The Library supports the academic programs of the College and offers technology to assist student research in databases and on the Internet. A Librarian is available to assist in research and navigating our resources. Use the Library catalog (http://ebi.scoolaid.net/bin/home) to search for a book in the library, access databases and e-books, and find reference tools. In-formation is also available about community resources, including scholarships, part-time employment, child care, and transportation.

Course Schedule

Lesson #	Topic(s)
1	Introduction to Computers • Discuss a brief introduction to the beginning and history of computers, why computers are important to the business world. Unit A – Computer and Internet Basics • Define computers • Explore how computers work • Categorize computers
2	Unit A – Computer and Internet Basics • Introduce software, the Internet and Web • Explain digital devices and how to protect them • Discuss "Talking Points: Who is Reading Your Email?"
3	Unit B– Computer Hardware • Discuss input, output and peripheral devices • Describe different storage systems • Discuss "Talking Points: Why Recycle Computers?"
4	Unit C-Computer Software • Introduce computer software • Introduce operating systems • Compare operating systems • Define office productivity software • Define graphics software

5	Unit C- Computer Software • Define entertainment and education software • Define business and science software • Understand utilities • Understand licenses and copyrights • Install and uninstall software • Describe Operating Systems • Discuss "Talking Points: What is the Downside of Software Policy?"
6	Unit D-Digital Electronics and File Management • Discuss data representation • Introduce integrate circuits • Explore processors • Explore computer memory: RAM • Explore other types of computer memory • Discuss "Talking Points: Is Your Computer Making You Sick?"
7	Unit E-Data Security • Identify factors that can damage your computer. • Identify ways to protect computers from theft and damage. • Define authentication and explain how to restrict access to computer systems. • Define Malware and explain its impact on computer systems.
8	Unit E-Data Security • Explain how to guard against software security threats and malware. • Identify network security threats. • Describe Web and email security threats and how to guard against them. • Explain ways to secure your files. • Discuss "Talking Points: Prosecuting Computer Crime."
9	Unit F-Networks and Connecting to the Internet • Explain the advantages and disadvantages of a computer network. • Identify and define basic network hardware. • Explain the differences between wired and wireless networks. • Explain the stops to set up a basic network.
10	Unit F-Networks and Connecting to the Internet • Describe how to access resources on a network. • Identify different types of wired Internet connection options. • Describe how to connect to the Internet without wires. • Explain how IP addresses and domain names work. • Discuss "Talking Points: Why Pay for Internet Access?"
11	Unit G-The Web and E-Commerce • Explain the basic elements that make up the World Wide Web. • Identify the main features and functions of a Web browser. • Describe how to search the Web for information. • Discuss several services provided by the Web and the Internet.

12	Unit G-The Web and E-Commerce • Define e-commerce and explain how the Web is used for commercial transactions. • Name systems used to secure e-commerce transactions. • Identify several technologies used to enhance the Web. • Discuss "Talking Points: Regulating the Web."
13	Unit H-Digital Media • Explain how computers record, store and play sounds. • Define practical uses for synthesized sound • Define and explain bitmap graphics.
14	Unit H-Digital Media • Describe 3-D graphics. • Define digital video and explain how to create video files. • Identify and describe how to use digital video equipment and video editing software. • Discuss "Talking Points: Who Owns the Rights?"
15	Final Exam

Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.

Revised February 2016 mzt

MIDTERM

Professionalism   Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 7 out of 8 meetings.	The student arrives on time for the course, and stays for the duration of the class for 5 to 6 meetings.	The student arrives on time for the course, and stays for the duration of the class for 3 to 4 meetings	The student arrives late for the course, and/or stays for the duration of 2 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points   _____/100 points

Student's Signature: _____   Date: _____

FINAL

Professionalism 155th **Rubric**

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points   _____/100 points

Student's Signature: _____   Date: _____

9

Elmira Business Institute
Student Syllabus: Applications of Word Processing (MIS101)

Prerequisites: None   **Course Credits: 2**

Course Description

This course is designed as a comprehensive overview of word processing software. Areas of focus include understanding basic functions of the Ribbon, creation of documents, and basic file management. Students progress from introductory to advanced level skill sets while preparing for applications in business and office settings. At the conclusion of this course, students will have the confidence to apply these computer skills in the workplace.

Student Learning Outcomes

Upon completion of this course, students will be able to:
- Identify key elements of the Word window.
- Construct documents in a variety of formats and for a variety of purposes in Word.
- Integrate Word documents with other applications
- Be able to describe five uses for Word Processing Software.
- Articulate all appropriate terminology

Career Portfolio for Workplace Skills Program

Your Career Portfolio for Workplace Skills material demonstrates your competency and skills in your chosen career field. The completed portfolio will allow you to present examples of abilities and relevant skills to prospective employers as evidence of career readiness.

Individual Career Portfolio course projects must be saved to be added to your on-line portfolio that will be created in Career Placement Seminar. It is your responsibility to keep these projects safe and secure.

Career Portfolio for Workplace Skills Project for MIS101

Students will submit an integrated project assigned by the instructor.

Required Course Texts & Course Materials

Zimmerman, S. Scott, Beverly B. Zimmermam, Ann Shaffer, and Katherine T. Pinard. *New Perspectives: Microsoft Office Word 2013 Comprehensive*. 1st ed. Boston: Cengage, 2014. Print. (ISBN: 978130557533)
Access to Microsoft Word 2013 software (available in all computer labs and the library)

Supplemental educational learning materials may include and are not limited to

Supplemental materials will be provided by the instructor.

Assessment

Assignments and projects will be evaluated on a standard grading rubric. Practical and written examinations will be graded according to content; (multiple choice, fill-in-the blank, short answer, and/or practicum).

The instructor will endeavor to return student work product by the next official class period whenever possible. Essay and/or research projects will be returned as soon as all class projects have been graded.

Student Homework Policy Statement
Elmira Business Institute (EBI) syllabi contain assignments in alignment with the federal government's definition of appropriate, assigned homework for each credit hour. For each one-credit hour of classroom or direct faculty instruction, two hours of out-of-class student work will be assigned. (For example: A three-credit course will include an average of six (6) hours of homework each week.). For classes with laboratory or clinical work, a three-credit, four-hour class will include an average of six (6) hours of homework each week. For externships, each credit hour will include an average of three (3) hours of homework per week. Assignments are directly relevant to course objectives and learning outcomes and are included at the end of the syllabi. Each assignment will be graded and recorded by the instructor.

Evaluation

Assessment Type	% of Grade
Projects	20%
Assignments	15%
Professionalism/Attendance	15%
Midterm/Final Exam	50%
Total	100%

Grading Scheme:

Numerical Average	Letter Grade	Quality Points
95-100	A	4.0
90-94	A-	3.7
86-89	B+	3.3
83-85	B	3.0
80-82	B-	2.7
76-79	C+	2.3
73-75	C	2.0
70-72	C-	1.7
68-69	D+	1.3
66-67	D	1.0
65	D-	0.7
0-64	F	0.0
Withdraw/Failing	W/F	0.0
Withdraw	W	----
Incomplete	I	----
Test Out	TO	----
Transfer of Credit	T	----

Course Policies

Behavioral Standards

Students are expected to abide by all public laws; to comply with the regulations and policies of the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. Respect for others in terms of language, demeanor, and attention to others while they are speaking is expected.

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No cell phone use or Internet access is allowed in the classroom unless permission is granted by the instructor and usage is course appropriate.

No eating or drinking in EBI's classroom laboratories (medical, business or technology), Library and Academic Achievement Center.

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Please keep in mind that plagiarism includes:

- Copying another person's work and claiming credit for it
- Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source <u>whether or not it is a direct quotation</u>
- Incorrectly citing a source
- Failing to use quotation marks for a direct quote
- Improperly paraphrasing—both the <u>words</u> and the <u>structure</u> of your writing must differ from your source

Students will be given a complete policy the first day of class to review and sign.
For questions about plagiarism or assistance at any part of the writing process, please visit the Academic Achievement Center or Library.

Academic Support

Tutoring

Tutoring is available at a variety of times throughout the week. Please see the instructor for tutoring availability each week.

Academic Achievement Center

The Academic Achievement Center (AAC) hours are posted outside the door. The AAC Lab is the first stop for help for assignments, study skills, or writing for any course.

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The Library

The Library supports the academic programs of the College and offers technology to assist student research in databases and on the Internet. A Librarian is available to assist in research and navigating our resources. Use the Library catalog (http://ebi.scoolaid.net/bin/home) to search for a book in the library, access databases and e-books, and find reference tools. Information is also available about community resources, including scholarships, part-time employment, child care, and transportation.

Course Schedule

Lesson #	Topic(s)
1	**Introduction, Creating and Editing a Document** • Syllabus, Google Drive, GMetrix • Starting, Setting Up, Saving, Entering Text • Undo/Redo, Proofreading, Format Painter • Page Setup and Spacing, Previewing, Borders and Shading • Envelopes, Fonts: Family, Size, Color, Style, Text Effects, Aligning Text
2	**Navigating and Formatting a Document** • Lists and Styles, Comments/Reviewing, Bulleted and Numbered Lists • Navigation Pane/Moving Text, Paragraph Indent/Page Numbering • MLA Style Review , MLA Formatting, , Citations and Bibliography
3	**Creating Tables and Multipage Reports** • Tables, Headings, Body Text, Headers and Footers • Tab Stops, Footnotes and Endnotes, Sections, Themes • Hyphenating, SmartArt, Cover Page, Reading Mode
4	**Enhancing Page Layout and Design** • Desktop Publishing, Columns, and Section Breaks • Symbols and Special Characters, Drop Caps • Graphics, Text Boxes, Editing Pictures • WordArt, Balancing Columns, Page Borders, PDF
5	**Microsoft Publisher** • Overview of Creating and Editing
	Templates, Themes, and Styles • Templates, GoTo, Thesaurus, Synonyms • Document Theme, Colors and Fonts, Table of Contents • Styles and Style Sets, Reveal Formatting, Inspecting • Character Spacing, Line and Page Break, Quick Parts
7	**Review for Mid-Term Examination**
8	**Midterm Examination**
9	**Using Mail Merge** • Start Merge, Select Main Document • Create a Data Source, Insert Merge Fields, Preview • Performing the Merge, Edit/Sort/Filter Data Source • Mailing Labels, Telephone Directory, Text to Table/Table to Text
10	**Collaborating with Others and Integrating Data** • Tracking Changes, Options, Compare/Combine, Accept/Reject • Embedding and Linking Objects, Linking an Excel Chart Object • Hyperlinks, Formatting and Saving as a Webpage
11	**Customizing Word and Automating Your Work** • Translating Text, Inserting a Shape, Picture Compression

	• Advanced Text Formatting, Watermark, Custom Paragraph Border • Building Blocks, File Properties, Copying Styles, Fill-In Fields • Planning, Recording and Running Macros, Visual Basic, AutoMacros
12	**Online Forms Using Advanced Tables** • Planning, Designing, Creating Online Forms, Custom Tables • Content Controls, Inserting/Understanding Content Controls • Protecting a Document, Using Formulas, Grouping Content Controls • Restricting Document Editing, Filling in the Form
13	**Managing Long Documents** • Master Documents, Outline View, Sub-Documents • Numbered Headings/Captions for Charts, Cross-References • Restricting Editing, Document Inspector, Accessibility • Indexing, Sections and Page Breaks • Page Number Formats, Odd and Even Pages • Style Reference, Nonbreaking Hyphens and Spaces • Creating an Index, Table of Figures, Updating Fields
14	Review for Final Examination
15	Final Examination

Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.

Revised February 2016 mzt

MIDTERM

Professionalism **155th** Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 7 out of 8 meetings.	The student arrives on time for the course, and stays for the duration of the class for 5 to 6 meetings.	The student arrives on time for the course, and stays for the duration of the class for 3 to 4 meetings	The student arrives late for the course, and/or stays for the duration of 2 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points   _____/100 points

Student's Signature: _____   Date: _____

7

FINAL

Professionalism Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points   _____/100 points

Student's Signature: _____   Date: _____

Elmira Business Institute
Student Syllabus: Spreadsheet Applications (MIS102)

Prerequisites: None   **Course Credits: 2**

Course Description

This course is designed as a compressive overview of spreadsheet software. Students progress
from an introductory level to advanced skill sets while preparing applications in business and
office settings through a combination of lecture and hands-on use. Areas of focus will include
understanding cells and data, formatting of values and labels, the use of formulas and functions,
the creation and development of charts and tables, the application of macros and programming,
and the use of data with other workbooks, files, and applications. At the conclusion of this
course, students should have the confidence to apply these computer skills in the workplace.

Student Learning Outcomes

Upon completion of this course, students will be able to:
- Understand the use and functionality of electronic spreadsheets.
- Create and modify a new spreadsheet, or an existing spreadsheet.
- Enter, format, and edit data in cells of a worksheet.
- Design, revise, and apply formulas and functions
- Create charts, graphics, and tables to represent data in other forms.
- Manage and link workbooks and address "information literacy" by using outside data sources
- Develop macros and have a basic understanding of programming.

Career Portfolio for Workplace Skills Program

Your Career Portfolio for Workplace Skills material demonstrates your competency and skills in
your chosen career field. The completed portfolio will allow you to present examples of abilities
and relevant skills to prospective employers as evidence of career readiness.

Individual Career Portfolio course projects must be saved to be added to your on-line portfolio
that will be created in Career Placement Seminar. It is your responsibility to keep these projects
safe and secure.

Career Portfolio for Workplace Skills Project for MIS102

The Career Portfolio for Workplace Skills Project will be a spreadsheet simulation of pricing
calculations for a local winery.

Required Course Texts & Course Materials

Parson, June Jamrich, Dan Oja, Roy Ageloof, and Patrick Carey. Carol DesJardins *New
        Perspective: Microsoft Excel 2013*. Comprehensive, 1st Ed. Boston: Cengage, 2014.
        Print. (ISBN: 97813055759)
Access to Microsoft Excel 2013 software (available in all computer labs and the library)

Supplemental educational learning materials may include and are not limited to
To be supplied by the individual instructor.

Assessment

Assignments and projects will be evaluated on a standard grading rubric. Practical and written examinations will be graded according to content; (multiple choice, fill-in-the blank, short answer, and/or practicum).

The instructor will endeavor to return student work product by the next official class period whenever possible. Essay and/or research projects will be returned as soon as all class projects have been graded

Student Homework Policy Statement

Elmira Business Institute (EBI) syllabi contain assignments in alignment with the federal government's definition of appropriate, assigned homework for each credit hour. For each one-credit hour of classroom or direct faculty instruction, two hours of out-of-class student work will be assigned. (For example: A three-credit course will include an average of six (6) hours of homework each week.). For classes with laboratory or clinical work, a three-credit, four-hour class will include an average of six (6) hours of homework each week. For externships, each credit hour will include an average of three (3) hours of homework per week. Assignments are directly relevant to course objectives and learning outcomes and are included at the end of the syllabi. Each assignment will be graded and recorded by the instructor.

Evaluation

Assessment Type	*% of Grade*
Tests/ Final Exam	30%
Assignments	20%
Exercises	10%
Professionalism/Attendance	15%
Final Project	25%
Total	100%

Grading Scheme:

Numerical Average	Letter Grade	Quality Points
95-100	A	4.0
90-94	A-	3.7
86-89	B+	3.3
83-85	B	3.0
80-82	B-	2.7
76-79	C+	2.3
73-75	C	2.0
70-72	C-	1.7
68-69	D+	1.3
66-67	D	1.0
65	D-	0.7
0-64	F	0.0

Numerical Average	Letter Grade	Quality Points
Withdraw/Failing	W/F	0.0
Withdraw	W	----
Incomplete	I	----
Test Out	TO	----
Transfer of Credit	T	----

Course Policies

Behavioral Standards

Students are expected to abide by all public laws; to comply with the regulations and policies of the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. Respect for others in terms of language, demeanor, and attention to others while they are speaking is expected.

The College reserves the right to dismiss or suspend students for conduct which impedes, disrupts, or interferes with the orderly and continuous administration and operation of the College or any unit of the College. Attending EBI is not a right; it is a privilege.

As a part of its mission to prepare students for careers in the business and healthcare world, EBI requires students to dress in a manner that will create a positive self-image. Inappropriately dressed students may not be permitted to attend classes. Students in College externships are required to follow the participating organization's dress code.

No cell phone use or Internet access is allowed in the classroom unless permission is granted by the instructor and usage is course appropriate.

No eating or drinking in EBI's classroom laboratories (medical, business or technology), Library and Academic Achievement Center.

Attendance Policy

Attendance is mandatory and will be used when calculating participation/attendance. Class will begin promptly. Students who are late or absent are responsible to obtain lecture notes, assignments, and announcements after class, so as not to interfere with class time, or the work of fellow students. Along with the portfolio, one of the first questions a potential employer will ask the Career Services representative about is student attendance. Your attendance in the classroom directly represents your quality of potential work.

Students who do not attend classes after missing 14 consecutive calendar days or who fail to attend classes on a regular basis will be administratively dropped by the college. Since attendance is also used to verify enrollment for financial aid purposes, it is important that students attend classes on a regular basis to avoid loss of financial aid eligibility (student loans) and federal and state grants.

Make-Up Policy

When a student is absent, that student is responsible for making up missed class work. Make-up tests or quizzes *may* be offered at the *instructor's discretion* via ONE-STOP at the Library, and it

is the student's responsibility to arrange a time at the librarian's convenience. One-Stop tests and quizzes must be taken within one week of the date of absence; failure to make up work, quizzes, or exams in a timely manner may result in a 0 grade. There is no charge for make-up work.

Students will not be allowed to make up the Midterm or Final Examination for the course. Midterm or Final Examinations may only be made up with approval from the Campus Director/Dean and appropriate documentation.

Academic Integrity/Plagiarism Rules
Elmira Business Institute is committed to supporting its mission to provide an educational experience designed to develop professional competencies including developing habits of personal and professional integrity. The College expects all members of its community—students, faculty, and staff—to act honestly in all situations. Actions of Academic Dishonesty will not be tolerated. Academic Dishonesty "is any form of cheating and plagiarism which results in students giving or receiving unauthorized assistance in an academic assignment or receiving credit for work which is not their own." All students are expected to agree to a pledge of honesty concerning their academic work, and faculty is expected to maintain the standards of that code. If you think it may be cheating, it probably is.

Please keep in mind that plagiarism includes:
- Copying another person's work and claiming credit for it
- Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source whether or not it is a direct quotation
- Incorrectly citing a source
- Failing to use quotation marks for a direct quote
- Improperly paraphrasing—both the words and the structure of your writing must differ from your source

Students will be given a complete policy the first day of class to review and sign.
For questions about plagiarism or assistance at any part of the writing process, please visit the Academic Achievement Center or Library.

Academic Support
Tutoring
Tutoring is available at a variety of times throughout the week. Please see the instructor for tutoring availability each week.

Academic Achievement Center
The Academic Achievement Center (AAC) hours are posted outside the door. The AAC Lab is the first stop for help for assignments, study skills, or writing for any course.

Academic Advising/Mentoring
Academic Advising/Mentoring is provided to each student throughout the semester. Staff or Faculty Mentors can facilitate student access to learning resources and answer basic questions regarding EBI academic programs and policies.

The Library

The Library supports the academic programs of the College and offers technology to assist student research in databases and on the Internet. A Librarian is available to assist in research and navigating our resources. Use the Library catalog (http://ebi.scoolaid.net/bin/home) to search for a book in the library, access databases and e-books, and find reference tools. Information is also available about community resources, including scholarships, part-time employment, child care, and transportation.

Course Schedule

Lesson #	Topic(s)
1	***Introduction*** • *Syllabus, Google Drive, GMetrix*
2	***Getting Started with Excel*** • *Exploring, Closing, Planning, Creating Workbooks* • *Entering Text, Dates, and Numbers, Resizing Columns and Rows* • *Functions and Formulas, Viewing, Modifying, Formatting*
3	***Formatting Workbook Text and Data*** • *Formatting Cells, Fill Colors, Backgrounds* • *Themes, Cell Styles, Conditional Formatting*
4	***Calculating Data with Formulas and Functions*** • *Documenting Functions, IF, What-If Analysis* • *Cell References, Lookups, AutoFill, Date Functions*
5	***Analyzing and Charting Financial Data*** • *Charts and Chart Elements, Column Charts* • *Line Charts, Axes, Gridlines, Data Markers* • *Combination Charts, Sparklines, Data Bars*
6	***Working with Excel Tables*** • *Freezing Rows and Columns, Excel Tables* • *Sorting, Filtering, Totals, SubTotals and Summary Statistics*
7	***Review and Midterm***
8	***Midterm Examination***
9	***Pivot Tables and Pivot Charts*** • *Creating, Filtering and Refreshing PivotTables*
10	***Managing Multiple Worksheets and Workbooks*** • *Grouping Multiple Worksheets* • *Linking and Updating Workbooks* • *Hyperlinks and Templates* s • Using the Excel Web App and SkyDrive
11	***Developing an Excel Application*** • *Defined Names, Validation, Protecting Worksheets* • *Comments, Planning an Application*

12	*Macros* • *Macros, Visual Basic Editor*
13	*Working with Advanced Functions* • *Logical Functions, Structured References* • *Lookup Function, Lookup Tables, Nested Ifs* • *IFERROR, Conditional Formatting*
14	*Review for Final Examination*
15	*Final Examination*

Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.

Revised February 2016 mzt

Career Portfolio for Workplace Skills Project for MIS102

You are working for a local winery. They want to be able to calculate a **cost per bottle** for the various wines they sell, so they can determine pricing with a 75% markup per bottle for the year. You have the following information to work with:

Grapes Expected
Red Wine Grapes

- 35 Tons
- 750 bottles per ton

White Wine Grapes

- 43 Tons
- 650 bottles per ton

Champagne Grapes

- 12 tons
- 575 bottles per ton

Bottles and Corks

- Champagne corks -10¢
- All other corks -3¢
- Brown bottles – white wines - $.75 per bottle
- Clear bottles – red wines - $.60 per bottle
- Champagne bottles - $1.05 per bottle
- Labels - $.15 each

Payroll
- Five vineyard workers, 40 hours per week, $11.00/hour
- Three office workers, 40 hours per week, 12.00/hour
- Two showroom personnel, 20 per week each, $10.00/hour
- One maintenance manager, $18.00 per hour, 40 hours per week
- One general manager, $60,000 per year
- One winemaker, $28.00/hour, 35 hours per week

Building and Maintenance
- Budget electric bill, $623.00 per month
- Budget fuel oil, $350 per month
- Property taxes, $20,000 annually
- Mortgage payment, $2500 monthly
- Maintenance budget $450 per week.
- Monthly office supplies, $250/month
- Other office expenses, $300/month
- Equipment maintenance, $350 per month
- Workman's Comp, $1500 per month
- Liability/fire insurance, $1,000 per month

Using the above figures, what should this winery charge per bottle **for each type of wine**, if they want to make a 75% profit per bottle?
Using the **Scenario Manager**, create a scenario to determine how the cost per bottle will be affected if the number of tons of grapes goes up or down by 5 tons for each type of grape.

Bear in mind that how you lay out your spreadsheet and how you connect the formulas together will determine whether or not the Scenario Manager works.
Print out two versions of this project; one showing formulas, the other showing formula results. You may arrange your worksheets any way you want.
The project is due Week 13.

MIDTERM

Professionalism Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 7 out of 8 meetings.	The student arrives on time for the course, and stays for the duration of the class for 5 to 6 meetings.	The student arrives on time for the course, and stays for the duration of the class for 3 to 4 meetings	The student arrives late for the course, and/or stays for the duration of 2 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points   _____/100 points

Student's Signature: _____   Date: _____

FINAL

_____alism   Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
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Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points   _____/100 points

Student's Signature: _____   Date: _____

10

Elmira Business Institute
Student Syllabus: Database Applications (MIS103)

Prerequisites: None   **Course Credits: 2**

Course Description

This course is designed as a compressive overview of database software. Students progress from an introductory level to advanced skill sets while preparing students for applications in business and office settings through a combination of lecture and hands on use. Areas of focus will include the use and analysis of databases, the understanding of fields and records, the creation of tables and data, the development of queries, the design and implementation of forms and reports, the application of macros and programming, and the use of data with other files and applications. At the conclusion of this course, students should have the confidence to apply these computer skills in the workplace.

Student Learning Outcomes

Upon completion of this course, students will be able to:
* Understand the use and functionality of electronic databases.
* Create, view, and maintain a new database, or an existing database.
* Create, edit, and link database tables, establishing fields of various data types.
* Add, update, and delete records of data in a database table.
* Create and perform queries, and filter records.
* Build and modify forms and reports.
* Develop macros and have a basic understanding of programming.

Career Portfolio for Workplace Skills Program

Your Career Portfolio for Workplace Skills material demonstrates your competency and skills in your chosen career field. The completed portfolio will allow you to present examples of abilities and relevant skills to prospective employers as evidence of career readiness.

Individual Career Portfolio course projects must be saved to be added to your on-line portfolio that will be created in Career Placement Seminar. It is your responsibility to keep these projects safe and secure.

Career Portfolio for Workplace Skills Project for MIS103
Data base project to be supplied by instructor.

Required Course Texts & Course Materials

Adamski, Joseph , Kathleen T. Kinnegan, Sharon Scollard. *New Perspectives: Microsoft Office Access 2013 Comprehensive 1ˢᵗ Ed.* Boston: Cengage, 2014. Print.
        (ISBN: 9781305511620)
Access to Microsoft Office Access 2013 software (available in all computer labs and the library)

Supplemental educational learning materials may include and are not limited to
To be supplied by the instructor.

Assessment

Assignments and projects will be evaluated on a standard grading rubric. Practical and written examinations will be graded according to content; (multiple choice, fill-in-the blank, short answer, and/or practicum).

The instructor will endeavor to return student work product by the next official class period whenever possible. Essay and/or research projects will be returned as soon as all class projects have been graded

Student Homework Policy Statement

Elmira Business Institute (EBI) syllabi contain assignments in alignment with the federal government's definition of appropriate, assigned homework for each credit hour. For each one-credit hour of classroom or direct faculty instruction, two hours of out-of-class student work will be assigned. (For example: A three-credit course will include an average of six (6) hours of homework each week.). For classes with laboratory or clinical work, a three-credit, four-hour class will include an average of six (6) hours of homework each week. For externships, each credit hour will include an average of three (3) hours of homework per week. Assignments are directly relevant to course objectives and learning outcomes and are included at the end of the syllabi. Each assignment will be graded and recorded by the instructor.

Evaluation

Assessment Type	*% of Grade*
Tests/ Final Exam	30%
Assignments	20%
Exercises	10%
Attendance/Professional	15%
Final Project	25%
Total	100%

Grading Scheme:

Numerical Average	Letter Grade	Quality Points
95-100	A	4.0
90-94	A-	3.7
86-89	B+	3.3
83-85	B	3.0
80-82	B-	2.7
76-79	C+	2.3
73-75	C	2.0
70-72	C-	1.7
68-69	D+	1.3
66-67	D	1.0
65	D-	0.7
0-64	F	0.0
Withdraw/Failing	W/F	0.0
Withdraw	W	----
Incomplete	I	----
Test Out	TO	----
Transfer of Credit	T	----

Course Policies

Behavioral Standards

Students are expected to abide by all public laws; to comply with the regulations and policies of the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. Respect for others in terms of language, demeanor, and attention to others while they are speaking is expected.

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Please keep in mind that plagiarism includes:

- Copying another person's work and claiming credit for it
- Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source <u>whether or not it is a direct quotation</u>
- Incorrectly citing a source
- Failing to use quotation marks for a direct quote
- Improperly paraphrasing—both the <u>words</u> and the <u>structure</u> of your writing must differ from your source

Students will be given a complete policy the first day of class to review and sign.
For questions about plagiarism or assistance at any part of the writing process, please visit the Academic Achievement Center or Library.

Academic Support

Tutoring

Tutoring is available at a variety of times throughout the week. Please see the instructor for tutoring availability each week.

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Course Schedule

Lesson #	Topic(s)
1	**Introduction** • *Syllabus, Google Drive, GMetrix* • *Database Concepts, Creating Databases and Tables*
2	**'Create' Options** • *Copying Records, Managing a Database* • *Simple Query, Form, Report, Navigation Pane*
3	**Building a Database** • *Design Guidelines, Design View* • *Modify Table Structure and Field Properties*
4	**Defining Table Relationships** • *Adding Records, Import from Excel/Text* • *Import and Modify Existing Table* • *Relationship Editor*
5	**Defining Table Relationships** • *Adding Records, Import from Excel/Text* • *Import and Modify Existing Table* • *Relationship Editor*
6	**Query Selection Criteria** • *Exact Match, Comparison Operator* • *Multiple Selection Criteria, AND/OR* • *Calculated Field, Aggregate Function*
7	**Review for Midterm Examination**
8	**Midterm Examination**
9	**Creating Forms** • *Form Wizard, Layout View, Find* • *Maintaining Table Data, Sub-Form* • *Report Wizard, Layout View,* • *Conditional Formatting*
10	**Creating Advanced Queries** • *Pattern Match, List-of-Values, Parameter Queries* • *NOT operator, Conditional Value in Calculated Field* • *Advanced Query Wizards*
11	**Enhanced Table Design** • *Lookup Field, Input Mask, Object Dependencies* • *Data Validation, Long Text, Trusted Folders*
12	**Using Form Tools** • *Database Documenter, Form Tools* • *Design View, Adding Fields, Controls* • *Combo Box, Form Headers/Footers/Titles*
13	**Creating Custom Forms** • *Combo Box Find, Sub Form Calculated Controls*

	• *Tab Order, Form Appearance*
14	***Review for Final Examination***
15	***Final Examination***

**Please note: Changes to the lessons may be made at the discretion of the instructor
                       throughout the semester.**

Revised February 2016 mzt

Career Portfolio Project

You run your own Plant Nursery, and need a database keeping track of your plants. You want to add information on your suppliers. You will create a new table.
- Create a new database named "Garden Plants".
- Create a Table called "Plants". Insert the text file "plants" you received from your instructor
- Create a new table, with the appropriate data types for each of the following:

Plant Suppliers						
Supplier	Address	City	State	Zip/Postal	Telephone	Catalog Only
Nichol's Plants & Seeds	Star Rt. 4 NW	McMinnville	OR	96589	(541)555-9988	Yes
NW Hardy Check Plants	PO Box 3099548	Vancouver	WA	98456	(360)555-9834	No
Portland Plants	42567 NW 23rd	Portland	OR	97333	(503)555-8763	No
St. John's Perennials	111 N. Main	Portland	OR	97222	(503)555-4231	No
Stillman's Greenhouse	4200 Route 14	Montour Falls	NY	14891	(607)535-4444	No
Picayune Plants	123 Main St.	Elmira	NY	14999	(607)732-1234	Yes
Pennsylvania Plants and Perennials	442 Endwell Road	Everton	PA	79855	(402)988-0009	No

- (Be sure that the Catalog Only field is a yes/no data type with a check box.) **Print the tables.**
- Create a relationship to the Plants table by linking the appropriate field. **Print the relationships.**
- Create a form for the Suppliers table called "Suppliers Entry Form". **Save and print the form.**
- Create a Query that will show all **blue** flowers that can live in Full sun, listed by Common Name. **Print the datasheet view showing the results.**
- Create and **print results** of a second query showing all plants by common name and color that come from Washington. (WA)
- Use the Report Wizard to create a report based on the plants table.
    – Include the fields Common Name, Light Preference, Fertilize Frequency, Watering Frequency, and Flower Color.
    – Group by Flower Color
    – Sort Ascending by Common Name
    – Choose the Stepped Layout, Portrait orientation
    – Use the "Office" style.
    – **Preview and print the report.** It should all fit on one page.

Write your name on all items you print and turn them in.

MIDTERM

Professionalism Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 7 out of 8 meetings.	The student arrives on time for the course, and stays for the duration of the class for 5 to 6 meetings.	The student arrives on time for the course, and stays for the duration of the class for 3 to 4 meetings	The student arrives late for the course, and/or stays for the duration of 2 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points _____/100 points

Student's Signature: _____   Date: _____

Total	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)

FINAL

Professionalism   Rubric

	Points				
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
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Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
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Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points   _____/100 points

Student's Signature: _____   Date: _____

9

Elmira Business Institute
Student Syllabus: Applications of Presentations Skills (MIS104)

Prerequisites: None   **Course Credits: 1**

Course Description

The course will introduce students to presentation software Microsoft PowerPoint and Microsoft Publisher. Students will learn to create presentation materials. The course will cover topics in creative presentation skills, customizing slide formats, customizing presentations, and management and delivery of presentations.

Student Learning Outcomes

Upon completion of this course, students will be able to:

- Identify key elements of the PowerPoint window.
- Construct sophisticated slideshows.
- Integrate PowerPoint files with other applications
- Identify and work with key elements of the Publisher window
- Create a variety of publications using Microsoft Publisher
- Be able to describe five uses for Presentation Software.
- Articulate all appropriate terminology

Career Portfolio for Workplace Skills Program

Your Career Portfolio for Workplace Skills material demonstrates your competency and skills in your chosen career field. The completed portfolio will allow you to present examples of abilities and relevant skills to prospective employers as evidence of career readiness.

Individual Career Portfolio course projects must be saved to be added to your on-line portfolio that will be created in Career Placement Seminar. It is your responsibility to keep these projects safe and secure.

Career Portfolio for Workplace Skills Project for MIS104

Students will create a formal PowerPoint slideshow to be presented to the class.

Required Course Texts & Course Materials

Zimmerman, S. Scott, Beverly B. Zimmerman, Katherine T. Pinard. *New Perspectives on Microsoft PowerPoint 2013, Comprehensive* 1st Ed. Boston: Cengage, 2014. Print. (ISBN 9781305507708)

Access to Microsoft PowerPoint 2013 software (available in all computer labs and the library)

Supplemental educational learning materials may include and are not limited to

To be supplied by the instructor.

Assessment

Assignments and projects will be evaluated on a standard grading rubric. Practical and written examinations will be graded according to content; (multiple choice, fill-in-the blank, short answer, and/or practicum).

The instructor will endeavor to return student work product by the next official class period whenever possible. Essay and/or research projects will be returned as soon as all class projects have been graded.

Student Homework Policy Statement

Elmira Business Institute (EBI) syllabi contain assignments in alignment with the federal government's definition of appropriate, assigned homework for each credit hour. For each one-credit hour of classroom or direct faculty instruction, two hours of out-of-class student work will be assigned. (For example: A three-credit course will include an average of six (6) hours of homework each week.). For classes with laboratory or clinical work, a three-credit, four-hour class will include an average of six (6) hours of homework each week. For externships, each credit hour will include an average of three (3) hours of homework per week. Assignments are directly relevant to course objectives and learning outcomes and are included at the end of the syllabi. Each assignment will be graded and recorded by the instructor.

Evaluation

Assessment Type	% of Grade
Projects	20%
Assignments	15%
Attendance/Professionalism	15%
Midterm/Final Exam	50%
Total	100%

Grading Scheme

Numerical Average	Letter Grade	Quality Points
95-100	A	4.0
90-94	A-	3.7
86-89	B+	3.3
83-85	B	3.0
80-82	B-	2.7
76-79	C+	2.3
73-75	C	2.0
70-72	C-	1.7
68-69	D+	1.3
66-67	D	1.0
65	D-	0.7
0-64	F	0.0
Withdraw/Failing	W/F	0.0
Withdraw	W	----
Incomplete	I	----
Test Out	TO	----
Transfer of Credit	T	----

Course Policies

Behavioral Standards

Students are expected to abide by all public laws; to comply with the regulations and policies of the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. Respect for others in terms of language, demeanor, and attention to others while they are speaking is expected.

The College reserves the right to dismiss or suspend students for conduct which impedes, disrupts, or interferes with the orderly and continuous administration and operation of the College or any unit of the College. Attending EBI is not a right; it is a privilege.

As a part of its mission to prepare students for careers in the business and healthcare world, EBI requires students to dress in a manner that will create a positive self-image. Inappropriately dressed students may not be permitted to attend classes. Students in College externships are required to follow the participating organization's dress code.

No cell phone use or Internet access is allowed in the classroom unless permission is granted by the instructor and usage is course appropriate.

No eating or drinking in EBI's classroom laboratories (medical, business or technology), Library and Academic Achievement Center.

Attendance Policy

Attendance is mandatory and will be used when calculating participation/attendance. Class will begin promptly. Students who are late or absent are responsible to obtain lecture notes, assignments, and announcements after class, so as not to interfere with class time, or the work of fellow students. Along with the portfolio, one of the first questions a potential employer will ask the Career Services representative about is student attendance. Your attendance in the classroom directly represents your quality of potential work.

Students who do not attend classes after missing 14 consecutive calendar days or who fail to attend classes on a regular basis will be administratively dropped by the college. Since attendance is also used to verify enrollment for financial aid purposes, it is important that students attend classes on a regular basis to avoid loss of financial aid eligibility (student loans) and federal and state grants.

Make-Up Policy

When a student is absent, that student is responsible for making up missed class work. Make-up tests or quizzes *may* be offered at the *instructor's discretion* via ONE-STOP at the Library, and it is the student's responsibility to arrange a time at the librarian's convenience. One-Stop tests and quizzes must be taken within one week of the date of absence; failure to make up work, quizzes, or exams in a timely manner may result in a 0 grade. There is no charge for make-up work.

Students will not be allowed to make up the Midterm or Final Examination for the course. Midterm or Final Examinations may only be made up with approval from the Campus Director/Dean and appropriate documentation.

Academic Integrity/Plagiarism Rules

Elmira Business Institute is committed to supporting its mission to provide an educational experience designed to develop professional competencies including developing habits of personal and professional integrity. The College expects all members of its community—students, faculty, and staff—to act honestly in all situations. Actions of Academic Dishonesty will not be tolerated. Academic Dishonesty "is any form of cheating and plagiarism which results in students giving or receiving unauthorized assistance in an academic assignment or receiving credit for work which is not their own." All students are expected to agree to a pledge of honesty concerning their academic work, and faculty is expected to maintain the standards of that code. If you think it may be cheating, it probably is.

Please keep in mind that plagiarism includes:

- Copying another person's work and claiming credit for it
- Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source <u>whether or not it is a direct quotation</u>
- Incorrectly citing a source
- Failing to use quotation marks for a direct quote
- Improperly paraphrasing—both the <u>words</u> and the <u>structure</u> of your writing must differ from your source

Students will be given a complete policy the first day of class to review and sign.
For questions about plagiarism or assistance at any part of the writing process, please visit the Academic Achievement Center or Library.

Academic Support

Tutoring

Tutoring is available at a variety of times throughout the week. Please see the instructor for tutoring availability each week.

Academic Achievement Center

The Academic Achievement Center (AAC) hours are posted outside the door. The AAC Lab is the first stop for help for assignments, study skills, or writing for any course.

Academic Advising/Mentoring

Academic Advising/Mentoring is provided to each student throughout the semester. Staff or Faculty Mentors can facilitate student access to learning resources and answer basic questions regarding EBI academic programs and policies.

The Library

The Library supports the academic programs of the College and offers technology to assist student research in databases and on the Internet. A Librarian is available to assist in research and navigating our resources. Use the Library catalog (http://ebi.scoolaid.net/bin/home) to

search for a book in the library, access databases and e-books, and find reference tools. Information is also available about community resources, including scholarships, part-time employment, child care, and transportation.

Course Schedule

Lesson #	Topic(s)
1	**Introduction** • Syllabus, Google Drive, GMetrix • Presentation Concepts
2	**Creating a Presentation**: • Planning a Presentation, Creating a New Presentation, Creating a Title Slide, Saving and Editing, Adding Slides, Creating Lists, Formatting Text, Using SmartArt, Manipulating Slides
3	**Creating a Presentation Continued** • Renaming Presentations, Changing Themes, Working with Photos, Resizing and Moving Objects, Adding Speaker Notes, Checking Spelling, Running a Slide Show
4	**Adding Media and Special Effects** • Working with Themes, Inserting and Formatting Online Pictures, Inserting and Formatting Shapes, Rotating and Flipping Objects, Creating and Formatting Tables, Inserting Symbols and Characters, Changing the Proofing Language
5	**Adding Media and Special Effects Continued** • Applying Transitions, Applying Animations, Adding and Modifying Video, Compressing Media, Adding Footers and Headers
6	**Applying Advanced Formatting** • Creating SmartArt Diagrams, Adding Audio, Adding C harts, Inserting and Formatting Text Boxes, Applying WordArt Styles
7	**Advanced Formatting Continued, Review for Mid-Term Exam** • Editing Photos, Creating Custom Shapes, Applying Advanced Formatting, Making Presentations Accessible
8	**Midterm Examination**
9	**Advanced Animations** • Adding Multiple Animations, Using the Animation Pane, Setting Animation Triggers, Changing the Slide Background, Creating and Editing Hyperlinks, Customizing Theme Colors

10	**Advanced Animations Continued** • Creating a Self-Running Presentation, Overriding the Automatic Timings, Applying Kiosk Browsing, using the Document Inspector, Saving for Distribution
11	**Integrating PowerPoint** • Importing Word Outlines, Resetting Slides, Inserting Slides form Other Presentations, Working with Layers, Advanced Animation Effects, Inserting a Word Table, Inserting excel Data and Objects, Formatting Chart Elements, Breaking Links, Annotating Slides during a Slideshow, Creating Handouts
12	**Customizing Presentations** • Sharing and Collaborating, Modifying Themes, Working in Slide Master View, Creating a Custom Layout
13	**Creating Special Types of Presentations:** • Create a Photo Album Presentation • Create a custom layout • Create WordArt • Add & customize a motion path animation • Use the Animation Painter • Add a trigger for an animation • Animate a text box to display letters one at a time • Customize the Quick Access Toolbar & the Ribbon • Create and save a custom shape • Mark a presentation as final
	Customizing Continued • Saving Presentation as a Template, Creating a Custom Show, File Properties, Accessibility, Encryption, Marking as Final, Presenting Online
14	**Final Presentations Due, Review for Final Examination**
15	**Final Examination**

Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.

Revised February 2016 mzt

MIDTERM

Professionalism Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 7 out of 8 meetings.	The student arrives on time for the course, and stays for the duration of the class for 5 to 6 meetings.	The student arrives on time for the course, and stays for the duration of the class for 3 to 4 meetings	The student arrives late for the course, and/or stays for the duration of 2 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points   _____/100 points

Student's Signature: _____   Date: _____

Total	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)

FINAL

Professionalism 155th Rubric

	Points				
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points   _____/100 points

Student's Signature: _____   Date: _____

8

Elmira Business Institute
Student Syllabus: Advanced Spreadsheet Applications (MIS202)

Prerequisites: None   **Course Credits: 2**

Course Description

This course is designed as a continuation of MIS102 with an emphasis on business modeling and advanced spreadsheet functions. At the conclusion of this course, students should have the confidence to apply these computer skills in the workplace.

Student Learning Outcomes

Upon completion of this course, students will be able to:
- Demonstrate how to create and use an advanced spreadsheet.
- Demonstrate how to create and use advanced formulas and functions.
- Develop Macros to standardize tasks
- Demonstrate the use of advanced features such as templates and auditing tools.
- Demonstrate an understanding of the application of spreadsheets to workplace problems.
- Understand and use spreadsheet terminology.
- Organize and present worksheets in a business-like format.

Career Portfolio for Workplace Skills Program

Your Career Portfolio for Workplace Skills material demonstrates your competency and skills in your chosen career field. The completed portfolio will allow you to present examples of abilities and relevant skills to prospective employers as evidence of career readiness.

Individual Career Portfolio course projects must be saved to be added to your on-line portfolio that will be created in Career Placement Seminar. It is your responsibility to keep these projects safe and secure.

Career Portfolio for Workplace Skills Project for MIS202

The portfolio for the course will be an advanced look at a company's financial information. The instructor will provide more detail in class.

Required Course Texts & Course Materials

Parsons, June Jamrich and Oja, Dan and Ageloff, Roy and Carey, Patrick. *New Perspectives on Microsoft Excel 2010, Comprehensive.* 1st ed. Boston: Cengage Learning. 2011. Print. (ISBN: 9781305575936)

Access to Microsoft Excel 2010 software (available in all computer labs and the library)

Supplemental educational learning materials may include and are not limited to

Supplemental materials will be provided by instructor throughout the course

Assessment

Assignments and projects will be evaluated on a standard grading rubric. Practical and written examinations will be graded according to content; (multiple choice, fill-in-the blank, short answer, and/or practicum).

The instructor will endeavor to return student work product by the next official class period whenever possible. Essay and/or research projects will be returned as soon as all class projects have been graded.

Student Homework Policy Statement

Elmira Business Institute (EBI) syllabi contain assignments in alignment with the federal government's definition of appropriate, assigned homework for each credit hour. For each one-credit hour of classroom or direct faculty instruction, two hours of out-of-class student work will be assigned. (For example: A three-credit course will include an average of six (6) hours of homework each week.). For classes with laboratory or clinical work, a three-credit, four-hour class will include an average of six (6) hours of homework each week. For externships, each credit hour will include an average of three (3) hours of homework per week. Assignments are directly relevant to course objectives and learning outcomes and are included at the end of the syllabi. Each assignment will be graded and recorded by the instructor.

Evaluation

Assessment Type	*% of Grade*
Tests/ Final Exam	30%
Assignments	20%
Exercises	10%
Attendance/Professionalism	15%
Final Project	25%
Total	100%

Grading Scheme

Numerical Average	Letter Grade	Quality Points
95-100	A	4.0
90-94	A-	3.7
86-89	B+	3.3
83-85	B	3.0
80-82	B-	2.7
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73-75	C	2.0
70-72	C-	1.7
68-69	D+	1.3
66-67	D	1.0
65	D-	0.7
0-64	F	0.0
Withdraw/Failing	W/F	0.0
Withdraw	W	----
Incomplete	I	----
Test Out	TO	----
Transfer of Credit	T	----

Course Policies

Behavioral Standards

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Please keep in mind that plagiarism includes:

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- Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source <u>whether or not it is a direct quotation</u>
- Incorrectly citing a source
- Failing to use quotation marks for a direct quote
- Improperly paraphrasing—both the <u>words</u> and the <u>structure</u> of your writing must differ from your source

Students will be given a complete policy the first day of class to review and sign.
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Academic Support

Tutoring
Tutoring is available at a variety of times throughout the week. Please see the instructor for tutoring availability each week.

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The Academic Achievement Center (AAC) hours are posted outside the door. The AAC Lab is the first stop for help for assignments, study skills, or writing for any course.

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The Library
The Library supports the academic programs of the College and offers technology to assist student research in databases and on the Internet. A Librarian is available to assist in research and navigating our resources. Use the Library catalog (http://ebi.scoolaid.net/bin/home) to search for a book in the library, access databases and e-books, and find reference tools. Information is also available about community resources, including scholarships, part-time employment, child care, and transportation.

Course Schedule

Lesson #	Topic(s)
1	***Introduction*** • *Syllabus, Google Drive, GMetrix* • *Review of Spreadsheet Concepts from MIS-102*
2	***Exploring Financial Tools and Functions*** • *Borrowing Costs, Amortization* • *Future Income and Expenses* • *Depreciation, Taxes and Interest*
3	***Financial Tools and Functions*** • *Auditing, Interest Rates, NPV, IRR*
4	***Performing What-If Analyses*** • *Data Tables and Scenario Manager*
5	***Optimal Solutions with Solver*** • *Setting Up and Using Solver*
6	***Connecting to External Data*** • *Text Files, External Data Ranges, Data Connections* • *Excel Databases and Queries, Microsoft Query* • *Data Models and PowerPivot* • *XML Data and Web Queries*
7	***Review for Midterm Examination***
8	***Midterm Examination***
9	***Collaborating on a Shared Workbook*** • *Tracking Changes, Merge/Compare, Web Collaboration* • *Document Version Control and Properties, Office Integration* • *Customization, Internationalization*
10	***Text Functions and Custom Formats*** • Text Functions, Custom Formats • Excel Version Control, Compatibility Checker
11	***Advanced Filters and Functions*** • *Advanced Filters, Database Functions, Summarizing Data Functions*
12	***Visual Basic for Applications*** • *VB Editor, Sub Procedures, Conditional Statements, Custom Functions*
13	***Enhanced Formatting Tools*** • *Custom Cell Styles, Table Styles, Conditional Formats* • *Pictures, SmartArt and Themes*
14	***Review for Final Examination***
15	***Final Examination***

Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.

Revised February 2016 mzt

MIDTERM

Professionalism Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 7 out of 8 meetings.	The student arrives on time for the course, and stays for the duration of the class for 5 to 6 meetings.	The student arrives on time for the course, and stays for the duration of the class for 3 to 4 meetings	The student arrives late for the course, and/or stays for the duration of 2 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points   _____/100 points

Student's Signature: _____   Date: _____

FINAL

Professionalism **Rubric**

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points _____/100 points

Student's Signature: _____   Date: _____

7

Elmira Business Institute
Student Syllabus: Advanced Database Applications (MIS203)

Prerequisites: None   **Course Credits: 3**

Course Description

This course is designed as a compressive overview of database software, progressing from an introductory level to advanced skill sets. Students prepare for applications in business and office settings through a combination of lecture and hands-on use. Areas of focus will include the use and analysis of databases, the understanding of fields and records, the creation of tables and data, the development of queries, the design and implementation of forms and reports, the application of macros and programming, and the use of data with other files and applications. At the conclusion of this course, students should have the confidence to apply these computer skills in the workplace.

Student Learning Outcomes

Upon completion of this course, students will be able to:
- Understand the use and functionality of electronic databases.
- Create, view, and maintain a new database, or an existing database.
- Create, edit, and link database tables, establishing fields of various data types.
- Add, update, and delete records of data in a database table.
- Create and perform queries, and filter records.
- Build and modify forms and reports.
- Develop macros and have a basic understanding of programming.

Career Portfolio for Workplace Skills Program

Your Career Portfolio for Workplace Skills material demonstrates your competency and skills in your chosen career field. The completed portfolio will allow you to present examples of abilities and relevant skills to prospective employers as evidence of career readiness.

Individual Career Portfolio course projects must be saved to be added to your on-line portfolio that will be created in Career Placement Seminar. It is your responsibility to keep these projects safe and secure.

Career Portfolio for Workplace Skills Project for MIS203
To be determined by the instructor.

Required Course Texts & Course Materials

Adamski, Joseph J and Kathleen T. Kinnegan. *New Perspectives: Microsoft Office Access 2010 Comprehensive*. Boston: Cengage, 2011. Print. (ISBN 9781305511620)
Access to Microsoft Office Access 2010 software (available in all computer labs and the library)

Supplemental educational learning materials may include and are not limited to
Other supplemental materials will be provided by instructor throughout the course

Assessment

Assignments and projects will be evaluated on a standard grading rubric. Practical and written examinations will be graded according to content; (multiple choice, fill-in-the blank, short answer, and/or practicum).

The instructor will endeavor to return student work product by the next official class period whenever possible. Essay and/or research projects will be returned as soon as all class projects have been graded.

Student Homework Policy Statement

Elmira Business Institute (EBI) syllabi contain assignments in alignment with the federal government's definition of appropriate, assigned homework for each credit hour. For each one-credit hour of classroom or direct faculty instruction, two hours of out-of-class student work will be assigned. (For example: A three-credit course will include an average of six (6) hours of homework each week.). For classes with laboratory or clinical work, a three-credit, four-hour class will include an average of six (6) hours of homework each week. For externships, each credit hour will include an average of three (3) hours of homework per week. Assignments are directly relevant to course objectives and learning outcomes and are included at the end of the syllabi. Each assignment will be graded and recorded by the instructor.

Evaluation

Assessment Type	*% of Grade*
Tests/ Final Exam	30%
Assignments	20%
Exercises	10%
Attendance/Professional	15%
Final Project	25%
Total	100%

Grading Scheme:

Numerical Average	Letter Grade	Quality Points
95-100	A	4.0
90-94	A-	3.7
86-89	B+	3.3
83-85	B	3.0
80-82	B-	2.7
76-79	C+	2.3
73-75	C	2.0
70-72	C-	1.7
68-69	D+	1.3
66-67	D	1.0
65	D-	0.7
0-64	F	0.0
Withdraw/Failing	W/F	0.0
Withdraw	W	----
Incomplete	I	----
Test Out	T	----

Course Policies

Behavioral Standards

Students are expected to abide by all public laws; to comply with the regulations and policies of the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. Respect for others in terms of language, demeanor, and attention to others while they are speaking is expected.

The College reserves the right to dismiss or suspend students for conduct which impedes, disrupts, or interferes with the orderly and continuous administration and operation of the College or any unit of the College. Attending EBI is not a right; it is a privilege.

As a part of its mission to prepare students for careers in the business and healthcare world, EBI requires students to dress in a manner that will create a positive self-image. Inappropriately dressed students may not be permitted to attend classes. Students in College externships are required to follow the participating organization's dress code.

No cell phone use or Internet access is allowed in the classroom unless permission is granted by the instructor and usage is course appropriate

No eating or drinking in EBI's classroom laboratories (medical, business or technology), Library and Academic Achievement Center.

Attendance Policy

Attendance is mandatory and will be used when calculating participation/attendance. Class will begin promptly. Students who are late or absent are responsible to obtain lecture notes, assignments, and announcements after class, so as not to interfere with class time, or the work of fellow students. Along with the portfolio, one of the first questions a potential employer will ask the Career Services representative about is student attendance. Your attendance in the classroom directly represents your quality of potential work.

Students who do not attend classes after missing 14 consecutive calendar days or who fail to attend classes on a regular basis will be administratively dropped by the college. Since attendance is also used to verify enrollment for financial aid purposes, it is important that students attend classes on a regular basis to avoid loss of financial aid eligibility (student loans) and federal and state grants.

Make-Up Policy

When a student is absent, that student is responsible for making up missed class work. Make-up tests or quizzes *may* be offered at the *instructor's discretion* via ONE-STOP at the Library, and it is the student's responsibility to arrange a time at the librarian's convenience. One-Stop tests and quizzes must be taken within one week of the date of absence; failure to make up work, quizzes, or exams in a timely manner may result in a 0 grade. There is no charge for make-up work.

Students will not be allowed to make up the Midterm or Final Examination for the course. Midterm or Final Examinations may only be made up with approval from the Campus Director/Dean and appropriate documentation.

Academic Integrity/Plagiarism Rules

Elmira Business Institute is committed to supporting its mission to provide an educational experience designed to develop professional competencies including developing habits of personal and professional integrity. The College expects all members of its community—students, faculty, and staff—to act honestly in all situations. Actions of Academic Dishonesty will not be tolerated. Academic Dishonesty "is any form of cheating and plagiarism which results in students giving or receiving unauthorized assistance in an academic assignment or receiving credit for work which is not their own." All students are expected to agree to a pledge of honesty concerning their academic work, and faculty is expected to maintain the standards of that code. If you think it may be cheating, it probably is.

Please keep in mind that plagiarism includes:

- Copying another person's work and claiming credit for it
- Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source whether or not it is a direct quotation
- Incorrectly citing a source
- Failing to use quotation marks for a direct quote
- Improperly paraphrasing—both the words and the structure of your writing must differ from your source

Students will be given a complete policy the first day of class to review and sign.
For questions about plagiarism or assistance at any part of the writing process, please visit the Academic Achievement Center or Library.

Academic Support

Tutoring
Tutoring is available at a variety of times throughout the week. Please see the instructor for tutoring availability each week.

Academic Achievement Center
The Academic Achievement Center (AAC) hours are posted outside the door. The AAC Lab is the first stop for help for assignments, study skills, or writing for any course.

Academic Advising/Mentoring
Academic Advising/Mentoring is provided to each student throughout the semester. Staff or Faculty Mentors can facilitate student access to learning resources and answer basic questions regarding EBI academic programs and policies.

The Library
The Library supports the academic programs of the College and offers technology to assist student research in databases and on the Internet. A Librarian is available to assist in research and navigating our resources. Use the Library catalog (http://ebi.scoolaid.net/bin/home) to

search for a book in the library, access databases and e-books, and find reference tools. Information is also available about community resources, including scholarships, part-time employment, child care, and transportation.

Course Schedule

Lesson #	Topic(s)
1	***Introduction*** • Syllabus, Google Drive, GMetrix • Database Concepts Recap
2	***Customizing Reports*** • Customizing existing Reports in multiple views, designing and creating custom reports, • Working with Controls
3	***More customizing reports*** • Adding dates, times and others to a report
4	***Sharing, Integrating and Analyzing Data*** • Exporting data to XML and HTML, Exporting Queries to HTML, Importing CSV Files, Importing Tables, Using XML
5	***More on Sharing, Integrating and Analyzing Data*** • Tabbed forms, Integrating Access with Other Programs, Embedding a Chart in a Form, Using Templates, Exporting to PDF, Linking to Excel
6	***Using Action Queries*** • Action Queries; Make Table, Append, Delete, Update
7	***Advanced Table Relationships and Review for Mid-Term Exam*** • Relationships between tables, Defining M:N, 1:1 Relationships, Joining Tables, Using Indexes
8	***Midterm Examination***
9	***Automating Tasks with Macros*** • Understanding, running, creating, and modifying macros.
10	***Navigation and other forms*** • Navigation form, User Interface, Creating a frmQueries Form, Using SQL, Adding Command Buttons, Creating Macros for the Queries Form
11	***Using and Writing Visual Basic for Applications Code*** • Introducing Visual Basic, Using Existing Procedures, Creating Functions, Testing Procedures
12	***Visual Basic Continued*** • Creating Event Procedures, Adding Second Procedures, Changing Case of Field Values, Hiding and Modifying Controls

13	***Managing and Securing a Database*** • Filtering Data, Creating Subqueries, Multivalued Fields, Creating Attachment Fields Performance Analyzer, Linking Tables, Database Splitter, Database Properties
14	***Review for Final Examination***
15	***Final Examination***

Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.

Revised February 2016 mzt

MIDTERM

Professionalism Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 7 out of 8 meetings.	The student arrives on time for the course, and stays for the duration of the class for 5 to 6 meetings.	The student arrives on time for the course, and stays for the duration of the class for 3 to 4 meetings	The student arrives late for the course, and/or stays for the duration of 2 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points _____/100 points

Student's Signature: _____   Date: _____

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FINAL

Professionalism Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
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Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points _____/100 points

Student's Signature: _____   Date: _____

Elmira Business Institute
Student Syllabus: Marketing (MKT101)

Prerequisites: None   **Course Credits: 3**

Course Description

This course is an introduction to the fundamentals principles and practices in the marketing process. The course will analyze the theoretical marketing processes and the strategies of product development, pricing, promotion and distribution, and their applications to businesses and the individual consumer.

Student Learning Outcomes

Upon completion of this course, students will be able to:
- Design a Customer-Oriented Marketing Strategy
- Understand market-segmentation and its differences
- Profile and determine a target market for a product
- Prepare a marketing plan and all its requirements
- Determine a product's distribution, promotional, and pricing strategy

Career Portfolio for Workplace Skills Program

Your Career Portfolio for Workplace Skills material demonstrates your competency and skills in your chosen career field. The completed portfolio will allow you to present examples of abilities and relevant skills to prospective employers as evidence of career readiness.

Individual Career Portfolio course projects must be saved to be added to your on-line portfolio that will be created in Career Placement Seminar. It is your responsibility to keep these projects safe and secure.

Career Portfolio for Workplace Skills Project for MKT101

Each student will prepare the Marketing section of a comprehensive Business Plan. Emphasis will be placed on the type of utility, target market, marketing trends, startup, competition, pricing, and distribution.

Required Course Texts & Course Materials

Kurtz, David, L., *Contemporary Marketing*, 16th ed. Mason: Thomson Southwestern, Cengage
    Learning. 2012. Print. (ISBN: 9781285187624)

Supplemental educational learning materials may include and are not limited to

Bahnan, N. N. (ed.). (2014). *Annual Editions: Marketing 13/14* (36th ed.). New York, New
    York: McGraw-Hill.

Elaine P. Maimom, J. H. (2013). *The McGraw-Hill Handbook* (3rd ed.). New York, New York:
    McGraw-Hill.

Kehoe, J. E. (Ed.). (2013). *Annual Editions: Business Ethics 12/13* (24th ed.). New York, New
    York: McGraw-Hill.

Kehoe, W. J. (ed.), (2014). *Annual Editions: Business Ethics 13/14* (25th ed.). New York, New
    York: McGraw-Hill.

Articles on-line from ProQuest database: http://proquest.umi.com/pqdweb and other sites,
    educational videos, and/or guest speakers as assigned throughout the course.
VALS Survey. http://www.strategicbusinessinsights.com/vals/surveynew.shtml.

Assessment

Essay assignments and research projects will be evaluated on a standard grading rubric. Written
examinations will be graded according to content (multiple choice, fill-in-the blank, short
answer, and/or essay).

The instructor will endeavor to return student work product by the next official class period
whenever possible. Essay and/or research projects will be returned as soon as all class projects
have been graded.

Student Homework Policy Statement
Elmira Business Institute (EBI) syllabi contain assignments in alignment with the federal gov-
ernment's definition of appropriate, assigned homework for each credit hour. For each one-
credit hour of classroom or direct faculty instruction, two hours of out-of-class student work will
be assigned. (For example: A three-credit course will include an average of six (6) hours of
homework each week.). For classes with laboratory or clinical work, a three-credit, four-hour
class will include an average of six (6) hours of homework each week. For externships, each
credit hour will include an average of three (3) hours of homework per week. Assignments are
directly relevant to course objectives and learning outcomes and are included at the end of the
syllabi. Each assignment will be graded and recorded by the instructor.

Evaluation

Assessment Type	% of Grade
Attendance/Professionalism	15%
Case Studies/Quizzes	15%
Examinations	40%
Career Portfolio Project	15%
Homework	15%
Total	100%

Grading Scheme

Numerical Average	Letter Grade	Quality Points
95-100	A	4.0
90-94	A-	3.7
86-89	B+	3.3
83-85	B	3.0
80-82	B-	2.7
76-79	C+	2.3
73-75	C	2.0
70-72	C-	1.7
68-69	D+	1.3
66-67	D	1.0
65	D-	0.7

Numerical Average	Letter Grade	Quality Points
0-64	F	0.0
Withdraw/Failing	W/F	0.0
Withdraw	W	----
Incomplete	I	----
Test Out	TO	----
Transfer of Credit	T	----

Course Policies

Behavioral Standards

Students are expected to abide by all public laws; to comply with the regulations and policies of the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. Respect for others in terms of language, demeanor, and attention to others while they are speaking is expected.

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Please keep in mind that plagiarism includes:

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- Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source whether or not it is a direct quotation
- Incorrectly citing a source
- Failing to use quotation marks for a direct quote
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Students will be given a complete policy the first day of class to review and sign.
For questions about plagiarism or assistance at any part of the writing process, please visit the Academic Achievement Center or Library.

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Tutoring

Tutoring is available at a variety of times throughout the week. Please see the instructor for tutoring availability each week.

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The Library supports the academic programs of the College and offers technology to assist student research in databases and on the Internet. A Librarian is available to assist in research and navigating our resources. Use the Library catalog (http://ebi.scoolaid.net/bin/home) to search for a book in the library, access databases and e-books, and find reference tools. Information is also available about community resources, including scholarships, part-time employment, child care, and transportation

Course Schedule

Lesson#	Topic(s)
1	*Introduction* *Marketing: The Art and Science of Satisfying Customers* • History of marketing • Boundaries of marketing • Nontraditional marketing • Types of marketing • Costs and functions of marketing • Ethics and Social responsibility • Strategic Implications
2	*Strategic Planning in Contemporary Marketing* • Steps in the planning process • Tools & techniques of successful strategies • Elements of a marketing strategy • Methods for marketing planning • Implications of marketing in the 21st century
3	*The Marketing Environment, Ethics, and Social Responsibility* • Competitive Environment • Political-Legal Environment • Economic Environment • Technological Environment • Social-Cultural Environment • Ethical Issues • Social Responsibility

4	*E-Business: Managing the Customer Experience* • B2B E-Marketing • B2C E-Marketing • Challenges in E-Business and E-Marketing • Marketing and web communication • Building an effective web presence • Assessing site effectiveness *Consumer Behavior* • Interpersonal determinants • Personal determinants • The consumer decision process
5	*Business-to-Business Marketing* • Nature of the business market • Segmenting B2B markets • Characteristics of the B2B market • Business market demand • Make, buy, or lease decision • Business buying process • Buying center concept • Developing effective business-to-business marketing strategies
6	*Global Marketing* • Importance of global marketing • International marketing environment • Multinational economic integration • Going Global • Strategies for entering foreign markets • Multinational corporation to a global marketer • Developing an international marketing strategy • United States as a target for international marketers
7	*Marketing Research and Sales Forecasting* • Research function • Research process • Research methods • Conducting international marketing research • Interpretive research • Computer technology • Sales forecasting

8	***Midterm Examination*** *Market Segmentation, Targeting, and Positioning* • Types of Markets • Segmenting consumer markets • Geographic segmentation • Demographic segmentation • Psychographic segmentation • Product-related segmentation • The market segmentation process • Strategies for reaching target markets • Selecting & executing a strategy
9	*Relationship Marketing and Customer Relationship Management* • Shift from transaction based marketing to relationship marketing • Relationship marketing continuum • Enhancing customer satisfaction • Building buyer-seller relationships • Customer relationship management • Buyer-Seller relationships in business-to-business markets • Improving buy-seller relationships • Vendor-managed inventory • Evaluating customer relationship programs
10	*Product and Service Strategies* • Definition of a product • Definition of goods and services • Importance of the service sector • Classifying goods and services for consumer and business markets • Quality as a product strategy • Development of product lines • Product mix • Product lifecycle • Extending the product lifecycle • Product deletion decisions *Developing and Managing Brand and Product Categories* • Managing brands for competitive advantage • Product identification • New product planning • Product safety and liability

11	*Marketing Channels and Supply Chain Management* • Role of marketing channels in marketing strategy • Types of marketing channels • Channel strategy decisions • Channel management and leadership • Vertical marketing systems • Logistics and supply chain management • Physical distribution *Retailers, Wholesalers, and Direct Marketers* • Retailing strategy • Types of retailers • Wholesaling intermediaries • Direct marketing and other non-store retailing
12	*Integrated Marketing Communications* • Integrated marketing communications • The communication process • Objectives of promotion • Elements of the promotional mix • Sponsorships • Direct Marketing • Developing an optimal promotional mix • Pulling and pushing promotional strategies • Budgeting for promotional strategy • Measuring the effectiveness of promotion • The value of marketing communications *Advertising and Public Relations* • Advertising strategies • Creating an advertisement • Advertising messages • Medial selection • Medial scheduling • Organization of advertising function • Public relations • Cross-promotion • Measuring promotional effectiveness • Ethics in non-personal selling

13	*Personal Selling and Sales Promotion* • Evolution of personal selling • Four sales channels • Trends in personal selling • Sales tasks • The sales process • Managing the sales effort • Ethical issues in sales • Sales promotion *Pricing Concepts* • Pricing and the law • Pricing objectives and the marketing mix • Pricing objectives of not-for-profit organizations • Methods for determining prices • Price determination in economic theory • Price determination in practice • Modified breakeven concept • Yield management • Global issues in price determination
14	*Pricing Strategies* • Price quotations • Pricing policies • Competitive bidding and negotiated prices • The transfer pricing dilemma • Global considerations and online pricing
15	***Comprehensive Final Examination***

Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.

Revised February 2016 mzt

MIDTERM

Professionalism Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 7 out of 8 meetings.	The student arrives on time for the course, and stays for the duration of the class for 5 to 6 meetings.	The student arrives on time for the course, and stays for the duration of the class for 3 to 4 meetings	The student arrives late for the course, and/or stays for the duration of 2 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points _____/100 points

FINAL

Professionalism Rubric

Student's Signature: _____   Date: _____

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
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Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points   _____/100 points

Student's Signature: _____   Date: _____

Completing an Opinion Paper

Elmira Business Institute

An opinion paper allows you to reflect and record those thoughts and assumptions you have about the reading material as it pertains to what you have learned from the text and lecture. There are no right and/or wrong answers in an opinion paper. However, you do need to support your "opinion" with facts and/or academically sound opinions of others. (This is also a nice venue to practice citations.)

- What's the author's main idea or argument, and what are the important supporting points for that idea?
- Do I agree or disagree with the main idea or argument? Why?
- Does the information apply to something that I already know about?

Grading Rubric   **Name** _____ **Grade** _____

	Poor 1	Average 2	Well Presented 3	Excellent 4	_____/12
The author's main idea or argument was well explained and important, supporting points were stated.					
The student agreed or disagreed with the main idea or argument and explained why.					
Student applied the information in the article, etc., to prior learning.					
Grammar, Punctuation, Sentence Structure					

The use of http://www.plagiarismchecker.com/ was used on this assignment: Yes_____ No_____

Elmira Business Institute
Student Syllabus: Computerized Keyboarding (OFF110)

Prerequisites: None   **Course Credits: 3**

Course Description:

This computerized course will begin with a keyboarding component that will allow the student to develop basic data-entry skills. The second half of the semester will introduce students to document processing through the computer application, Microsoft Word.

Course Objectives:

Students will develop proper, ergonomic posture and master the process of data entry. Attention will be paid to proper finger use, posture, and keeping eyes on the copy only. The student will master basic Word functions as well as be able to produce mailable office correspondence.

Student Learning Outcomes

Upon completion of this course, students will be able to:
- Demonstrate correct keyboarding techniques, including: finger placement and ergonomic posture
- Develop a proper rhythm in data entry process
- Key alphabetic material by touch at 35 WPM
- Key alphabetic material straight for five minutes without errors
- Master basic word processing functions
- Format various forms of business letters, memoranda, reportsand simple tables

Career Portfolio for Workplace Skills Program

Your Career Portfolio for Workplace Skills material demonstrates your competency and skills in your chosen career field. The completed portfolio will allow you to present examples of abilities and relevant skills to prospective employers as evidence of career readiness.

Individual Career Portfolio course projects must be saved to be added to your on-line portfolio that will be created in Career Placement Seminar. It is your responsibility to keep these projects safe and secure.

Career Portfolio for Workplace Skills Project for OFF110:
None

Required Course Texts & Course Materials

Ober, Scot, and Jack E. Johnson. *Gregg College Keyboarding & Document Processing (GDP): Microsoft Office Word 2013*. 11th ed. Career Education, 2010. Print.
(ISBN: 9781259930669)

Supplemental educational learning materials may include and are not limited to
Various handouts on office correspondence will be used for supplemental resources.

Assessment

Assignments and projects will be evaluated on a standard grading rubric. Practical and written examinations will be graded according to content: (multiple choice, fill-in-the blank, short answer, and/or practicum).

The student's top three Timed Writings will be averaged to attain the midterm accuracy and speed grade, and the top five Timed Writings will be averaged to attain the final accuracy and speed grade. Timed Writings will be taken for five minutes, with five or fewer errors, not using the backspace key.

The instructor will endeavor to return student work product by the next official class period whenever possible. Essay and/or research projects will be returned as soon as all class projects have been graded.

Student Homework Policy Statement

Elmira Business Institute (EBI) syllabi contain assignments in alignment with the federal government's definition of appropriate, assigned homework for each credit hour. For each one-credit hour of classroom or direct faculty instruction, two hours of out-of-class student work will be assigned. (For example: A three-credit course will include an average of six (6) hours of homework each week.). For classes with laboratory or clinical work, a three-credit, four-hour class will include an average of six (6) hours of homework each week. For externships, each credit hour will include an average of three (3) hours of homework per week. Assignments are directly relevant to course objectives and learning outcomes and are included at the end of the syllabi. Each assignment will be graded and recorded by the instructor.

Evaluation

Production	35%
Professionalism/Attendance	15%
Examinations	20%
Speed	15%
Reinforcement Skills/Drills	15%
Total	100%

Speed Grading Scale:

Midterm Evaluation of Time Writing Assignments

25 wpm	70%
30 wpm	75%
40 wpm	80%
50 wpm	90%
55 wpm	100%

Final Evaluation of Time Writing Assignments

25 wpm	60%
30 wpm	70%
40 wpm	80%
50 wpm	90%
60 wpm	100%

Grading Scheme:

Numerical Average	Letter Grade	Quality Points
95-100	A	4.0
90-94	A-	3.7
86-89	B+	3.3
83-85	B	3.0
80-82	B-	2.7
76-79	C+	2.3
73-75	C	2.0
70-72	C-	1.7
68-69	D+	1.3
66-67	D	1.0
65	D-	0.7
0-64	F	0.0
Withdraw/Failing	W/F	0.0
Withdraw	W	----
Incomplete	I	----
Test Out	TO	----
Transfer of Credit	T	----

"Test Out" must be completed in the first week of the semester.

Course Policies

Behavioral Standards

Students are expected to abide by all public laws; to comply with the regulations and policies of the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. Respect for others in terms of language, demeanor, and attention to others while they are speaking is expected.

The College reserves the right to dismiss or suspend students for conduct which impedes, disrupts, or interferes with the orderly and continuous administration and operation of the College or any unit of the College. Attending EBI is not a right; it is a privilege.

As a part of its mission to prepare students for careers in the business and healthcare world, EBI requires students to dress in a manner that will create a positive self-image. Inappropriately dressed students may not be permitted to attend classes. Students in College externships are required to follow the participating organization's dress code.

No cell phone use or Internet access is allowed in the classroom unless permission is granted by the instructor and usage is course appropriate.

No eating or drinking in EBI's classroom laboratories (medical, business or technology), Library and Academic Achievement Center.

Attendance Policy

Attendance is mandatory and will be used when calculating participation/attendance. Class will begin promptly. Students who are late or absent are responsible to obtain lecture notes, assignments, and announcements after class, so as not to interfere with class time, or the work of fellow

students. Along with the portfolio, one of the first questions a potential employer will ask the Career Services representative about is student attendance. Your attendance in the classroom directly represents your quality of potential work.

Students who do not attend classes after missing 14 consecutive calendar days or who fail to attend classes on a regular basis will be administratively dropped by the college. Since attendance is also used to verify enrollment for financial aid purposes, it is important that students attend classes on a regular basis to avoid loss of financial aid eligibility (student loans) and federal and state grants.

Make-Up Policy
When a student is absent, that student is responsible for making up missed class work. Make-up tests or quizzes _may_ be offered at the _instructor's discretion_ via ONE-STOP at the Library, and it is the student's responsibility to arrange a time at the librarian's convenience. One-Stop tests and quizzes must be taken within one week of the date of absence; failure to make up work, quizzes, or exams in a timely manner may result in a 0 grade. There is no charge for make-up work.

Students will not be allowed to make up the Midterm or Final Examination for the course. Midterm or Final Examinations may only be made up with approval from the Campus Director/Dean and appropriate documentation.

Academic Integrity/Plagiarism Rules
Elmira Business Institute is committed to supporting its mission to provide an educational experience designed to develop professional competencies including developing habits of personal and professional integrity. The College expects all members of its community—students, faculty, and staff—to act honestly in all situations. Actions of Academic Dishonesty will not be tolerated. Academic Dishonesty "is any form of cheating and plagiarism which results in students giving or receiving unauthorized assistance in an academic assignment or receiving credit for work which is not their own." All students are expected to agree to a pledge of honesty concerning their academic work, and faculty is expected to maintain the standards of that code. If you think it may be cheating, it probably is.

Please keep in mind that plagiarism includes:
- Copying another person's work and claiming credit for it
- Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source whether or not it is a direct quotation
- Incorrectly citing a source
- Failing to use quotation marks for a direct quote
- Improperly paraphrasing—both the words and the structure of your writing must differ from your source

Students will be given a complete policy the first day of class to review and sign.
For questions about plagiarism or assistance at any part of the writing process, please visit the Academic Achievement Center or Library.

Academic Support

Tutoring
Tutoring is available at a variety of times throughout the week. Please see the instructor for tutoring availability each week.

Academic Achievement Center
The Academic Achievement Center (AAC) hours are posted outside the door. The AAC Lab is the first stop for help for assignments, study skills, or writing for any course.

Academic Advising/Mentoring
Academic Advising/Mentoring is provided to each student throughout the semester. Staff or Faculty Mentors can facilitate student access to learning resources and answer basic questions regarding EBI academic programs and policies.

The Library
The Library supports the academic programs of the College and offers technology to assist student research in databases and on the Internet. A Librarian is available to assist in research and navigating our resources. Use the Library catalog (http://ebi.scoolaid.net/bin/home) to search for a book in the library, access databases and e-books, and find reference tools. In-formation is also available about community resources, including scholarships, part-time employment, child care, and transportation.

Course Schedule

Lesson#	Topic(s)
1	Introduction to the course • Demonstrate proper keying technique • Learn alphabetic key reaches by touch from Lessons 1-3
2	Part I Unit 1 – Alphabetic Keys • Demonstrate proper keying technique • Learn alphabetic key reaches by touch from Lessons 4-6
3	Unit 2 - Alphabetic Keys • Demonstrate proper keying technique • Learn alphabetic key reaches by touch from Lessons 7-10
4	Unit 3 - Figure and Symbol keys • Demonstrate proper keying technique • Learn alphabetic key reaches by touch from Lessons 11-15
5	Unit 4- Figure and Symbol keys • Demonstrate proper keying technique • Learn alphabetic key reaches by touch from Lessons 16-20

6	<u>Part II</u> Unit 5 – Word Processing & Emails • Demonstrate proper keying technique • Learn alphabetic key reaches by touch from Lessons 21-25 • Demonstrate the proper use of commas, sentences structure, capitalization, and number format • Demonstrate typing accuracy and speed through completing five-minute timed writings
7	Unit 6 - Correspondence • Format business letters in various formats • Format envelopes and labels • Format memoranda • Format electronic mail • Demonstrate typing accuracy and speed through completing five-minute timed writings
8	Midterm Unit 7 - Reports • Format business reports and academic reports • Demonstrate knowledge of unbound, left bound, multi-page business reports • Demonstrate typing accuracy and speed through completing five-minute timed writings
9	Unit 8 - Tables • Create Tables using Table Tools–Layout and Table Tools–Design • Create tables within documents • Create and format boxed, open, and ruled • Demonstrate typing accuracy and speed through completing five-minute timed writings
10	<u>Part III</u> Unit 9 - Correspondence • Understand the correct use of titles and appropriate closings • Format personal business letters and modified block style letters • Demonstrate knowledge of indented displays and copy notations • Demonstrate typing accuracy and speed through completing five-minute timed writings
11	Unit 10 - Reports • Demonstrate knowledge of APA and MLA style reports • Format footnotes and endnotes and citations

12	Unit 11 – Employment Documents • Key and format resumés, letters of application, and follow up letters • Demonstrate typing accuracy and speed through completing five-minute timed writings
13	Unit 12 – Skillbuilding & In-Basket Review • Format a variety of correspondence including insurance, hospitality, retail, nonprofit, and manufacturing documents • Demonstrate typing accuracy and speed through completing five-minute timed writings
14	Unit 13 - Skillbuilding • Review and document production as assigned • Demonstrate typing accuracy and speed through completing five-minute timed writings
15	Comprehensive Final Examination

Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.

Revised February 2016 mzt

Possible
Production Grading Rubric

Alphabetic Equivalent	Quality Points	Errors
A	95-100%	0-1 minor error
A-	90%	1 error
B	80%	2 errors
C	70%	3 errors
D	60%	4 errors
F	50%	5 or more errors

MIDTERM

Professionalism Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 7 out of 8 meetings.	The student arrives on time for the course, and stays for the duration of the class for 5 to 6 meetings.	The student arrives on time for the course, and stays for the duration of the class for 3 to 4 meetings	The student arrives late for the course, and/or stays for the duration of 2 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points _____/100 points

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FINAL

Professionalism Rubric

Student's Signature: _____   Date: _____

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points   _____/100 points

Student's Signature: _____   Date: _____

10

Elmira Business Institute
Student Syllabus: General Transcription (OFF130)

Prerequisites: Computerized Keyboarding (OFF110) **Course Credits: 3**

Course Description

This course is designed to train the student in the use of transcription equipment. Special attention is given to the preparation of letters, memos, reports, e-mail and any other form of communication used in a business office. Emphasis is placed on proofreading, proper formatting, spelling, punctuation, and the ability to produce transcribed documents in mailable form. The student will use current word processing techniques to format, save, and print his or her work.

Student Learning Outcomes

Upon completion of this course, students will be able to:
- Demonstrate the correct operation of transcribing equipment.
- Demonstrate proper transcribing procedures while transcribing documents
- Use listening, concentration, and memory skills
- Be aware of correct grammar, punctuation, number expression, word choice, and spelling so that documents can be prepared accurately and efficiently.
- Utilize appropriate reference materials when needed
- Transcribe letters, memos, reports, and any other documents that may be required in a business office.
- Demonstrate the ability to proofread all work carefully and produce mailable copies of all correspondence transcribed.

Career Portfolio for Workplace Skills Program

Your Career Portfolio for Workplace Skills material demonstrates your competency and skills in your chosen career field. The completed portfolio will allow you to present examples of abilities and relevant skills to prospective employers as evidence of career readiness.

Individual Career Portfolio course projects must be saved to be added to your on-line portfolio that will be created in Career Placement Seminar. It is your responsibility to keep these projects safe and secure.

Career Portfolio for Workplace Skills Project for OFF130
The student will transcribe a variety of office documents.

Required Course Texts & Course Materials

Mitchell, Carol A. *Machine Transcription: A Comprehensive Approach for Today's Office Professional*: Complete Course. 4th Ed. New York: Glencoe / McGraw-Hill, 2003. Print. (ISBN: 9780077290474)
Headset.

Supplemental educational learning materials may include and are not limited to
To be provided by the instructor.

Assessment

Assignments and projects will be evaluated on a standard grading rubric. Practical and written examinations will be graded according to content; (multiple choice, fill-in-the blank, short answer, and/or practicum).

The instructor will endeavor to return student work product by the next official class period whenever possible. Essay and/or research projects will be returned as soon as all class projects have been graded.

Student Homework Policy Statement

Elmira Business Institute (EBI) syllabi contain assignments in alignment with the federal government's definition of appropriate, assigned homework for each credit hour. For each one-credit hour of classroom or direct faculty instruction, two hours of out-of-class student work will be assigned. (For example: A three-credit course will include an average of six (6) hours of homework each week.). For classes with laboratory or clinical work, a three-credit, four-hour class will include an average of six (6) hours of homework each week. For externships, each credit hour will include an average of three (3) hours of homework per week. Assignments are directly relevant to course objectives and learning outcomes and are included at the end of the syllabi. Each assignment will be graded and recorded by the instructor.

Evaluation

Assessment Type	% of Grade
Homework	15 %
Transcription	50 %
Performance Assessments and Final exam	20 %
Attendance/Professionalism	15 %
Total	100%

Grading Scheme:

Numerical Average	Letter Grade	Quality Points
95-100	A	4.0
90-94	A-	3.7
86-89	B+	3.3
83-85	B	3.0
80-82	B-	2.7
76-79	C+	2.3
73-75	C	2.0
70-72	C-	1.7
68-69	D+	1.3
66-67	D	1.0
65 D-	0.7	
0-64	F	0.0
Withdraw/Failing	W/F	0.0

Numerical Average	Letter Grade	Quality Points
Withdraw	W	----
Incomplete	I	----
Test Out	TO	----
Transfer of Credit	T	----

Course Policies

Behavioral Standards

Students are expected to abide by all public laws; to comply with the regulations and policies of the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. Respect for others in terms of language, demeanor, and attention to others while they are speaking is expected.

The College reserves the right to dismiss or suspend students for conduct which impedes, disrupts, or interferes with the orderly and continuous administration and operation of the College or any unit of the College. Attending EBI is not a right; it is a privilege.

As a part of its mission to prepare students for careers in the business and healthcare world, EBI requires students to dress in a manner that will create a positive self-image. Inappropriately dressed students may not be permitted to attend classes. Students in College externships are required to follow the participating organization's dress code.

No cell phone use or Internet access is allowed in the classroom unless permission is granted by the instructor and usage is course appropriate.

No eating or drinking in EBI's classroom laboratories (medical, business or technology), Library and Academic Achievement Center.

Attendance Policy

Attendance is mandatory and will be used when calculating participation/attendance. Class will begin promptly. Students who are late or absent are responsible to obtain lecture notes, assignments, and announcements after class, so as not to interfere with class time, or the work of fellow students. Along with the portfolio, one of the first questions a potential employer will ask the Career Services representative about is student attendance. Your attendance in the classroom directly represents your quality of potential work.

Students who do not attend classes after missing 14 consecutive calendar days or who fail to attend classes on a regular basis will be administratively dropped by the college. Since attendance is also used to verify enrollment for financial aid purposes, it is important that students attend classes on a regular basis to avoid loss of financial aid eligibility (student loans) and federal and state grants.

Make-Up Policy

When a student is absent, that student is responsible for making up missed class work. Make-up tests or quizzes *may* be offered at the *instructor's discretion* via ONE-STOP at the Library, and it is the student's responsibility to arrange a time at the librarian's convenience. One-Stop tests

and quizzes must be taken within one week of the date of absence; failure to make up work, quizzes, or exams in a timely manner may result in a 0 grade. There is no charge for make-up work.

Students will not be allowed to make up the Midterm or Final Examination for the course. Mid-term or Final Examinations may only be made up with approval from the Campus Director/Dean and appropriate documentation.

Academic Integrity/Plagiarism Rules
Elmira Business Institute is committed to supporting its mission to provide an educational experience designed to develop professional competencies including developing habits of personal and professional integrity. The College expects all members of its community—students, faculty, and staff—to act honestly in all situations. Actions of Academic Dishonesty will not be tolerated. Academic Dishonesty "is any form of cheating and plagiarism which results in students giving or receiving unauthorized assistance in an academic assignment or receiving credit for work which is not their own." All students are expected to agree to a pledge of honesty concerning their academic work, and faculty is expected to maintain the standards of that code. If you think it may be cheating, it probably is.

Please keep in mind that plagiarism includes:
- Copying another person's work and claiming credit for it
- Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source <u>whether or not it is a direct quotation</u>
- Incorrectly citing a source
- Failing to use quotation marks for a direct quote
- Improperly paraphrasing—both the <u>words</u> and the <u>structure</u> of your writing must differ from your source

Students will be given a complete policy the first day of class to review and sign.
For questions about plagiarism or assistance at any part of the writing process, please visit the Academic Achievement Center or Library.

Academic Support
Tutoring
Tutoring is available at a variety of times throughout the week. Please see the instructor for tutoring availability each week.

Academic Achievement Center
The Academic Achievement Center (AAC) hours are posted outside the door. The AAC Lab is the first stop for help for assignments, study skills, or writing for any course.

Academic Advising/Mentoring
Academic Advising/Mentoring is provided to each student throughout the semester. Staff or Faculty Mentors can facilitate student access to learning resources and answer basic questions regarding EBI academic programs and policies.

The Library

The Library supports the academic programs of the College and offers technology to assist student research in databases and on the Internet. A Librarian is available to assist in research and navigating our resources. Use the Library catalog (http://ebi.scoolaid.net/bin/home) to search for a book in the library, access databases and e-books, and find reference tools. Information is also available about community resources, including scholarships, part-time employment, child care, and transportation.

Course Schedule

Lesson #	Topic(s)
Lesson #	**Topic(s)**
1	Orientation and Transcribing Techniques Read Section 1 and complete exercises on pages 67-7
2	Complete Spelling Test 1 See instructions for dictation for Section 1 on page 65
3	Complete Spelling Test 2 See instructions for dictation for Section 2 on page 7
4	Complete Spelling Test 3 See instructions for dictation for Section 3 on page 90
5	Complete Spelling Test 4 See instructions for dictation for Section 4 on page 100
6	Complete Spelling Test 5 See instructions for dictation for Section 5 on page 113
7	Complete Spelling Test 6 See instructions for dictation for Section 6 on page 122
8	Complete Spelling Test 7 See instructions for dictation for Section 7 on page 12
9	Complete Spelling Test 8 See instructions for dictation for Section 8 on page 139
10	Complete Spelling Test 9 See instructions for dictation for Section 9 on page 148
11	Complete Spelling Test 10 See instructions for dictation for Section 10 on page 158
12	Complete Spelling Test 11 See instructions for dictation for Section 11 on page 167
13	Complete Spelling Test 12 See instructions for dictation for Section 12 on page 177
14	Complete Spelling Test 13 See instructions for dictation for Section 13 on page 186
15	Final Examination

Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.

Revised February 2016 mzt

For all Transcription Assignments

Transcribe the information. Use the Express Scribes program and Microsoft Word. Key in Times New Roman 12 font, follow all business rules for formatting, proofread marking your original copy with the appropriate proofreader's makes as needed, and correct your final copy.

Transcription Grading Rubric

Error	Points Deducted
Typographical error in spelling (first two transcription assignments -5)	5-to-10
Punctuation error	2
Vertical placement error	5
Horizontal placement error	5
Missing information	10
Capitalization error	2

MIDTERM

Professionalism Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 7 out of 8 meetings.	The student arrives on time for the course, and stays for the duration of the class for 5 to 6 meetings.	The student arrives on time for the course, and stays for the duration of the class for 3 to 4 meetings	The student arrives late for the course, and/or stays for the duration of 2 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points _____/100 points

Student's Signature: _____   Date: _____

Total	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)

FINAL

Professionalism Rubric

	Points				
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points   _____/100 points

Student's Signature: _____   Date: _____

Elmira Business Institute
Student Syllabus: Legal Transcription I (OFF130)

Prerequisites: Computerized Keyboarding (OFF110)   **Course Credits: 3**
Legal Terminology (LEG110)

Course Description

This course is designed to train the student in the use of transcription equipment. Special attention is given to the preparation of legal documents for many areas of law, such as litigation, probate, divorce, adoption, and wills. Emphasis is placed on proper format, spelling, punctuation, and the ability to produce transcribed documents in draft and final form. The student will use current word processing techniques to format, save, and print his or her work. Time is also spent identifying and using resources available for general or specialty transcription.

Student Learning Outcomes

Upon completion of this course, students will be able to:
- Demonstrate the correct operation of transcribing equipment.
- Demonstrate proper transcribing procedures while transcribing documents
- Use listening, concentration, and memory skills
- Be aware of correct grammar, punctuation, number expression, word choice, and spelling so that documents can be prepared accurately and efficiently.
- Utilize appropriate reference materials when needed
- Transcribe legal documents, such as a Complaint, an Answer, a Motion to Dismiss, a Counterclaim, a Cross-Complaint, Interrogatories, a Request for Admissions, a Request for Production, a Final Judgment, a Last Will and Testament, a Codicil, a Living Will, and a Durable Power of Attorney for Health Care.
- Transcribe block and modified block letters for a legal office with subject lines, enclosures, and continuation-page heading.

Career Portfolio for Workplace Skills Program

Your Career Portfolio for Workplace Skills material demonstrates your competency and skills in your chosen career field. The completed portfolio will allow you to present examples of abilities and relevant skills to prospective employers as evidence of career readiness.

Individual Career Portfolio course projects must be saved to be added to your on-line portfolio that will be created in Career Placement Seminar. It is your responsibility to keep these projects safe and secure.

Career Portfolio for Workplace Skills Project for OFF130
The student will transcribe an appropriate legal case study which will include multiple legal documents

Required Course Texts & Course Materials

Lyle, Linda R., and G. Howard Doty. *Legal Transcription.* 3th Ed. St. Paul: Paradigm
        Publishing, 2012. Print. (ISBN: 9780763842062)
Headset.

Supplemental educational learning materials may include and are not limited to
To be provided by the instructor.

Assessment

Essay assignments and research projects will be evaluated on a standard grading rubric. Written examinations will be graded according to content; (multiple choice, fill-in-the blank, short answer, and/or essay).

The instructor will endeavor to return student work product by the next official class period whenever possible. Essay and/or research projects will be returned as soon as all class projects have been graded.

Student Homework Policy Statement

Elmira Business Institute (EBI) syllabi contain assignments in alignment with the federal government's definition of appropriate, assigned homework for each credit hour. For each one-credit hour of classroom or direct faculty instruction, two hours of out-of-class student work will be assigned. (For example: A three-credit course will include an average of six (6) hours of homework each week.). For classes with laboratory or clinical work, a three-credit, four-hour class will include an average of six (6) hours of homework each week. For externships, each credit hour will include an average of three (3) hours of homework per week. Assignments are directly relevant to course objectives and learning outcomes and are included at the end of the syllabi. Each assignment will be graded and recorded by the instructor.

Evaluation

Assessment Type	% of Grade
Homework	15 %
Transcription of legal documents and letters	50 %
Performance Assessments and Final exam	20 %
Attendance/Professionalism	15 %
Total	100%

Grading Scheme:

Numerical Average	Letter Grade	Quality Points
95-100	A	4.0
90-94	A-	3.7
86-89	B+	3.3
83-85	B	3.0
80-82	B-	2.7
76-79	C+	2.3
73-75	C	2.0
70-72	C-	1.7
68-69	D+	1.3
66-67	D	1.0
65 D-	0.7	
0-64	F	0.0
Withdraw/Failing	W/F	0.0

Numerical Average	Letter Grade	Quality Points
Withdraw	W	----
Incomplete	I	----
Test Out	TO	----
Transfer of Credit	T	----

Course Policies

Behavioral Standards

Students are expected to abide by all public laws; to comply with the regulations and policies of the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. Respect for others in terms of language, demeanor, and attention to others while they are speaking is expected.

The College reserves the right to dismiss or suspend students for conduct which impedes, disrupts, or interferes with the orderly and continuous administration and operation of the College or any unit of the College. Attending EBI is not a right; it is a privilege.

As a part of its mission to prepare students for careers in the business and healthcare world, EBI requires students to dress in a manner that will create a positive self-image. Inappropriately dressed students may not be permitted to attend classes. Students in College externships are required to follow the participating organization's dress code.

No cell phone use or Internet access is allowed in the classroom unless permission is granted by the instructor and usage is course appropriate

No eating or drinking in EBI's classroom laboratories (medical, business or technology), Library and Academic Achievement Center.

Attendance Policy

Attendance is mandatory and will be used when calculating participation/attendance. Class will begin promptly. Students who are late or absent are responsible to obtain lecture notes, assignments, and announcements after class, so as not to interfere with class time, or the work of fellow students. Along with the portfolio, one of the first questions a potential employer will ask the Career Services representative about is student attendance. Your attendance in the classroom directly represents your quality of potential work.

Students who do not attend classes after missing 14 consecutive calendar days or who fail to attend classes on a regular basis will be administratively dropped by the college. Since attendance is also used to verify enrollment for financial aid purposes, it is important that students attend classes on a regular basis to avoid loss of financial aid eligibility (student loans) and federal and state grants.

Make-Up Policy

When a student is absent, that student is responsible for making up missed class work. Make-up tests or quizzes _may_ be offered at the _instructor's discretion_ via ONE-STOP at the Library, and it is the student's responsibility to arrange a time at the librarian's convenience. One-Stop tests

and quizzes must be taken within one week of the date of absence; failure to make up work, quizzes, or exams in a timely manner may result in a 0 grade. There is no charge for make-up work.

Students will not be allowed to make up the Midterm or Final Examination for the course. Midterm or Final Examinations may only be made up with approval from the Campus Director/Dean and appropriate documentation.

Academic Integrity/Plagiarism Rules

Elmira Business Institute is committed to supporting its mission to provide an educational experience designed to develop professional competencies including developing habits of personal and professional integrity. The College expects all members of its community—students, faculty, and staff—to act honestly in all situations. Actions of Academic Dishonesty will not be tolerated. Academic Dishonesty "is any form of cheating and plagiarism which results in students giving or receiving unauthorized assistance in an academic assignment or receiving credit for work which is not their own." All students are expected to agree to a pledge of honesty concerning their academic work, and faculty is expected to maintain the standards of that code. If you think it may be cheating, it probably is.

Please keep in mind that plagiarism includes:

- Copying another person's work and claiming credit for it
- Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source whether or not it is a direct quotation
- Incorrectly citing a source
- Failing to use quotation marks for a direct quote
- Improperly paraphrasing—both the words and the structure of your writing must differ from your source

Students will be given a complete policy the first day of class to review and sign.
For questions about plagiarism or assistance at any part of the writing process, please visit the Academic Achievement Center or Library.

Academic Support

Tutoring
Tutoring is available at a variety of times throughout the week. Please see the instructor for tutoring availability each week.

Academic Achievement Center
The Academic Achievement Center (AAC) hours are posted outside the door. The AAC Lab is the first stop for help for assignments, study skills, or writing for any course.

Academic Advising/Mentoring
Academic Advising/Mentoring is provided to each student throughout the semester. Staff or Faculty Mentors can facilitate student access to learning resources and answer basic questions regarding EBI academic programs and policies.

The Library

The Library supports the academic programs of the College and offers technology to assist student research in databases and on the Internet. A Librarian is available to assist in research and navigating our resources. Use the Library catalog (http://ebi.scoolaid.net/bin/home) to search for a book in the library, access databases and e-books, and find reference tools. Information is also available about community resources, including scholarships, part-time employment, child care, and transportation.

Course Schedule

Lesson #	Topic(s)
1 & 2	Introduction of course. Chapter 1 in textbook, "Initiating a Lawsuit" Review and Transcription Exercises Projects 1-1 and 1-3
3	Chapter 2, "Answering a Lawsuit" Review and Transcription Exercises Projects 1-2, 2-2, 2-3, and 2-4
4	Chapter 3, "Discovery/Judgment" Review and Transcription Exercises Projects 3-1, 3-2, 3-3, 3-4 and 3-5.
5	Unit Performance Assessment
6	Chapter 4, "Preparing Correspondence" Review and Transcription Exercises Projects 4-1, 4-2, 4-3, 4-4, 4-5, and 4-6.
7	Chapter 5, "Wills Review and Transcription Exercises Projects 5-1, 5-2, 5-3, 5-4
8	Midterm Evaluation
9 & 10	Chapter 6, "Probate Procedure" Review and Transcription Exercises Projects 6-1, 6-2, 6-3, and 6-4.
11	Unit Performance Assessment
12 & 13	Chapter 7, "Guardianships, Conservatorships, and Name Changes Review and Transcription Exercises Projects 7-1, 7-2, 7-3, 7-4, and 7.5.
14	Finish all chapter work. Review for final.
15	Final Examination

Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.

Revised February 2016 mzt

For all Transcription Assignments

Transcribe the information. Use the Express Scribes program and Microsoft Word. Key in Times New Roman 12 font, follow all business rules for formatting, proofread marking your original copy with the appropriate proofreader's makes as needed, and correct your final copy.

Transcription Grading Rubric

Error	Points Deducted
Typographical error in spelling (first two transcription assignments -5)	5-to-10
Punctuation error	2
Vertical placement error	5
Horizontal placement error	5
Missing information	10
Capitalization error	2

MIDTERM

Professionalism Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 7 out of 8 meetings.	The student arrives on time for the course, and stays for the duration of the class for 5 to 6 meetings.	The student arrives on time for the course, and stays for the duration of the class for 3 to 4 meetings	The student arrives late for the course, and/or stays for the duration of 2 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points   _____/100 points

Student's Signature: _____   Date: _____

Total	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)

FINAL

Professionalism   Rubric

	Points				
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points _____/100 points

Student's Signature: _____   Date: _____

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Elmira Business Institute
Student Syllabus: Medical Transcription I (OFF131)

Prerequisites: Computerized Keyboarding (OFF110)   **Course Credits: 3**
Medical Terminology (MED110)

Course Description
This course is designed to train the student in the technique of medical transcription of dictated medical documents. Special attention is given to preparation of patient chart documents, medical correspondence, and reports commonly found in medical records. Emphasis is placed on spelling, punctuation and the ability to produce professionally acceptable documents. Medical transcription students will transcribe history and physical exams, discharge summaries, operative reports, and other pertinent medical documents.

Student Learning Outcomes
Upon completion of this course, students will be able to:
- Demonstrate correct operation of transcription equipment and word processing software
- Transcribe dictation and produce professionally acceptable documents
- Demonstrate proofreading skill in assessing documents.
- Demonstrate proficiency in use of medical terminology, grammar, and sentence structure
- Demonstrate appropriate use of reference materials in preparing medical documents

Career Portfolio for Workplace Skills Program
Your Career Portfolio for Workplace Skills material demonstrates your competency and skills in your chosen career field. The completed portfolio will allow you to present examples of abilities and relevant skills to prospective employers as evidence of career readiness.

Individual Career Portfolio course projects must be saved to be added to your on-line portfolio that will be created in Career Placement Seminar. It is your responsibility to keep these projects safe and secure.

Career Portfolio for Workplace Skills Project for OFF 131
The student will transcribe an appropriate medical case study which will include reports commonly found in medical records.

Required Course Texts & Course Materials
Ireland, Patricia A., and Carrie K. Stein. *Hillcrest Medical Center: Beginning Medical Transcription.* 7th ed. Albany: Delmar Publishers, 2010. Print. (ISBN: 9781435441156)
Headset

Supplemental educational learning materials may include and are not limited to
"Medical Dictionaries, Drugs & Medical Searches." *Medical Dictionary, Medical Abbreviations and Other Search Engines.* N.p., n.d. Web. 07 Aug. 2013.

Assessment

Assignments and projects will be evaluated on a standard grading rubric. Practical and written examinations will be graded according to content; (multiple choice, fill-in-the blank, short answer, and/or practicum).

The instructor will endeavor to return student work product by the next official class period whenever possible. Essay and/or research projects will be returned as soon as all class projects have been graded.

Student Homework Policy Statement

Elmira Business Institute (EBI) syllabi contain assignments in alignment with the federal government's definition of appropriate, assigned homework for each credit hour. For each one-credit hour of classroom or direct faculty instruction, two hours of out-of-class student work will be assigned. (For example: A three-credit course will include an average of six (6) hours of homework each week.). For classes with laboratory or clinical work, a three-credit, four-hour class will include an average of six (6) hours of homework each week. For externships, each credit hour will include an average of three (3) hours of homework per week. Assignments are directly relevant to course objectives and learning outcomes and are included at the end of the syllabi. Each assignment will be graded and recorded by the instructor.

Evaluation

Assessment Type	% of Grade
Professionalism/ Attendance	15%
Homework	10%
Transcription	40%
Examinations	20%
Midterm/ Final Exams	15%
Total	100%

Grading Scheme:

Numerical Average	Letter Grade	Quality Points
95-100	A	4.0
90-94	A-	3.7
86-89	B+	3.3
83-85	B	3.0
80-82	B-	2.7
76-79	C+	2.3
73-75	C	2.0
70-72	C-	1.7
68-69	D+	1.3
66-67	D	1.0
65	D-	0.7
0-64	F	0.0
Withdraw/Failing	W/F	0.0
Withdraw	W	----
Incomplete	I	----
Test Out	TO	----
Transfer of Credit	T	----

Course Policies

Behavioral Standards

Students are expected to abide by all public laws; to comply with the regulations and policies of the College; and to demonstrate a positive attitude, diligence, and courteous conduct toward instructors, staff, and fellow students. Respect for others in terms of language, demeanor, and attention to others while they are speaking is expected.

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Please keep in mind that plagiarism includes:

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- Incorrectly citing a source
- Failing to use quotation marks for a direct quote
- Improperly paraphrasing—both the <u>words</u> and the <u>structure</u> of your writing must differ from your source

Students will be given a complete policy the first day of class to review and sign.

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Academic Support

Tutoring

Tutoring is available at a variety of times throughout the week. Please see the instructor for tutoring availability each week.

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search for a book in the library, access databases and e-books, and find reference tools. Information is also available about community resources, including scholarships, part-time employment, child care, and transportation.

Course Schedule

Lesson #	Topic(s)
1 & 2	What is Medical Transcription: • Understand how to transcribe the history of record documentation • Understand the medical transcription process and role of medical transcriptionist and types of medical transcription environments Use of Reference Materials: • Understand the use of reference books and the types used • Demonstrate proper use of each reference book type • Understand techniques in building one's own reference library
3 & 4	Female Reproductive System: • Identify the terms and location of all components of the female reproductive system • Know how to transcribe medical reports including ER, H&P, DI, Radiology, Operative, Pathology, consultations, Death summaries Discharge summaries Types of Medical Reports and Formats: • Identify the six basic types of medical reports & contents of each • Formats for the six basic types of medical reports • Turnaround times for the six basic types of medical reports • Know components of & methods for creating form letters • Create formats for medical & scientific reports
5	Musculoskeletal System and Orthopedics: • Identify the terms and components of the Musculoskeletal System & Orthopedics • Know how to transcribe medical reports including ER, H&P, DI, Radiology, Operative, Pathology, consultations, Death summaries Discharge summaries Punctuation: • Identify & demonstrate proper use of major punctuation marks-periods, question marks, exclamation points, commas, colons, semicolons, apostrophes and quotation marks.
6 & 7	Cardiology: • Identify the terms and components of the Cardiac System • Know how to transcribe medical reports including ER, H&P, DI, Radiology, Operative, Pathology, consultations, Death summaries Discharge summaries
8	Midterm Examination

9	Urinary System: • Identify the terms and components of the Urinary System • Know how to transcribe medical reports including ER, H&P, DI, Radiology, Operative, Pathology, consultations, Death summaries Discharge summaries
10	Nervous System: • Identify the terms and components of the Nervous System • Know how to transcribe medical reports including ER, H&P, DI, Radiology, Operative, Pathology, consultations, Death summaries Discharge summaries
11	Contractions and Shortened Work Forms: • Understand the rules for contractions in medical transcription including Apostrophe contractions and non-apostrophe contractions • Identify & demonstrate proper use of shortened word forms • Differentiate acceptable & unacceptable shortened word forms
12	Digestive System: • Identify the terms and components of the Digestive System • Know how to transcribe medical reports including ER, H&P, DI, Radiology, Operative, Pathology, consultations, Death summaries Discharge summaries
13	Immune System: • Identify the terms and components of the Immune System • Know how to transcribe medical reports including ER, H&P, DI, Radiology, Operative, Pathology, consultations, Death summaries Discharge summaries
14	Respiratory System: • Identify the terms and components of the Respiratory System • Know how to transcribe medical reports including ER, H&P, DI, Radiology, Operative, Pathology, consultations, Death summaries Discharge summaries
15	**Final Examination**

Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.

Revised February 2016 mzt

For all Transcription Assignments

Transcribe the information. Use the Express Scribes program and Microsoft Word. Key in Times New Roman 12 font, follow all business rules for formatting, proofread marking your original copy with the appropriate proofreader's makes as needed, and correct your final copy.

Medical Transcription Grading Rubric

Error	Points Deducted
Typographical error in spelling (first two transcription assignments -5)	5-to-10
Punctuation error	2
Vertical placement error	5
Horizontal placement error	5
Missing information	10
Capitalization error	2

Medical Transcription Rubric

Category		Percent	Total Points
Mechanics	Proper use of grammar	30%	30
	Proper spelling		
	Proper punctuation		
	Proper capitalization		
	Writes in complete sentences and paragraphs		
Format/Organization	Orderly presentation of materials, following general format requirements for transcribing interrogatories	20%	20
	Clear structure to medical documents		
	Appropriate line spacing and margins		
	Font type and size are appropriate		
	Signature blocks included as needed		
Content/Transcription Accuracy	Proper use of medical terminology throughout document	50%	50
	Appropriate transcription of the dictated medical documents		
	Complete assignment according to instructor provided schedule or timing requirements		
	Provides appropriate sentence structure for the assignment		
	Total	**100%**	**100**

MIDTERM

Professionalism Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 7 out of 8 meetings.	The student arrives on time for the course, and stays for the duration of the class for 5 to 6 meetings.	The student arrives on time for the course, and stays for the duration of the class for 3 to 4 meetings	The student arrives late for the course, and/or stays for the duration of 2 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points   _____/100 points

Student's Signature: _____   Date: _____

Total	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)

FINAL

Professionalism **155th** Rubric

	Points				
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points _____/100 points

Student's Signature: _____   Date: _____

Elmira Business Institute
Student Syllabus: Office Procedures (OFF140)

Prerequisites: Computerized Keyboarding (OFF110)   **Course Credits: 3**

Course Description

This course is designed to develop professional skills in routine office situations and give the student practice in the detailed procedures of the ever-changing office environment. There is an emphasis on critical thinking, creative thinking, and lifelong learning. The student will learn to be a productive member of an office team, behave ethically, process information via technology, communicate effectively, process mail, manage records, assist in the preparation of meetings, and prepare travel arrangements.

Student Learning Outcomes

Upon completion of this course, students will be able to do the following:
- Define and apply appropriate procedures for the workplace
- Proofread business documents and correct any errors in spelling, punctuation, grammar, and formatting
- Determine major challenges confronting administrative professionals
- Develop the skills and knowledge needed for succeeding in the modern office, working effectively with teams, controlling time and stress, and behaving ethically in the workplace
- Understand the cultural differences that may develop in the workplace
- Develop technical skills to work successfully with computer software and reprographics
- Develop an understanding of the communication process and skills in oral and written communication
- Process office mail, records management, meetings and conferences, and travel arrangements
- Learn how to purchase professional attire (within a limited budget) for the workplace
- Demonstrate keyboarding proficiency by maintaining and increasing keyboarding speed and accuracy
- Experience a "day in the office" by shadowing an administrative assistant

Career Portfolio for Workplace Skills Program

Your Career Portfolio for Workplace Skills material demonstrates your competency and skills in your chosen career field. The completed portfolio will allow you to present examples of abilities and relevant skills to prospective employers as evidence of career readiness.

Individual Career Portfolio course projects must be saved to be added to your on-line portfolio that will be created in Career Placement Seminar. It is your responsibility to keep these projects safe and secure.

Career Portfolio for Workplace Skills Project for OFF140
The student's finished project will display mastery of business procedures, proper correspond-dence formatting, and demonstrate the student's ability to correctly compose business correspondence.

Required Course Texts & Course Materials

Fulton-Calkins, Patsy, and Karin M. Stulz. *Procedures & Theory for Administrative Professionals.* 7th Edition. Mason, OH: South-Western Cengage Learning, 2013. Print. (ISBN: 9781111575861)

Trent, Stewart. *Gregg Quick Filing Practice.* 5th Edition. Boston-London: McGraw Hill/Irwin, 2007. (ISBN: 9780073222882)

Supplemental educational learning materials may include and are not limited to
To be supplied by the instructor.

Assessment

Assignments and projects will be evaluated on a standard grading rubric. Practical and written examinations will be graded according to content; (multiple choice, fill-in-the blank, short answer, and/or practicum).

Timed Writings will be taken for five minutes, with five or fewer errors, not using the backspace key.

The instructor will endeavor to return student work product by the next official class period whenever possible. Essay and/or research projects will be returned as soon as all class projects have been graded.

Student Homework Policy Statement

Elmira Business Institute (EBI) syllabi contain assignments in alignment with the federal government's definition of appropriate, assigned homework for each credit hour. For each one-credit hour of classroom or direct faculty instruction, two hours of out-of-class student work will be assigned. (For example: A three-credit course will include an average of six (6) hours of homework each week.). For classes with laboratory or clinical work, a three-credit, four-hour class will include an average of six (6) hours of homework each week. For externships, each credit hour will include an average of three (3) hours of homework per week. Assignments are directly relevant to course objectives and learning outcomes and are included at the end of the syllabi. Each assignment will be graded and recorded by the instructor.

Evaluation

Timed Writings	10%
Professionalism/Attendance	15%
Work Assignments	35%
Tests	20%
Final Project	20%
Total	100%

Grading Scheme:

Numerical Average	Letter Grade	Quality Points
95-100	A	4.0
90-94	A-	3.7
86-89	B+	3.3
83-85	B	3.0

Numerical Average	Letter Grade	Quality Points
80-82	B-	2.7
76-79	C+	2.3
73-75	C	2.0
70-72	C-	1.7
68-69	D+	1.3
66-67	D	1.0
65	D-	0.7
0-64	F	0.0
Withdraw/Failing	W/F	0.0
Withdraw	W	----
Incomplete	I	----
Test Out	TO	----
Transfer of Credit	T	----

Course Policies

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Students will not be allowed to make up the Midterm or Final Examination for the course. Mid-term or Final Examinations may only be made up with approval from the Campus Director/Dean and appropriate documentation.

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Elmira Business Institute is committed to supporting its mission to provide an educational ex-perience designed to develop professional competencies including developing habits of personal and professional integrity. The College expects all members of its community—students, faculty, and staff—to act honestly in all situations. Actions of Academic Dishonesty will not be tolerated. Academic Dishonesty "is any form of cheating and plagiarism which results in students giving or receiving unauthorized assistance in an academic assignment or receiving credit for work which is not their own." All students are expected to agree to a pledge of honesty concerning their aca-demic work, and faculty is expected to maintain the standards of that code. If you think it may be cheating, it probably is.

Please keep in mind that plagiarism includes:

- Copying another person's work and claiming credit for it
- Failing to give credit—both a works cited and in-text citations are required for information you retrieved from another source <u>whether or not it is a direct quotation</u>
- Incorrectly citing a source
- Failing to use quotation marks for a direct quote
- Improperly paraphrasing—both the <u>words</u> and the <u>structure</u> of your writing must differ from your source

Students will be given a complete policy the first day of class to review and sign.
For questions about plagiarism or assistance at any part of the writing process, please visit the Academic Achievement Center or Library.

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Tutoring

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Academic Advising/Mentoring is provided to each student throughout the semester. Staff or Faculty Mentors can facilitate student access to learning resources and answer basic questions regarding EBI academic programs and policies.

The Library
The Library supports the academic programs of the College and offers technology to assist student research in databases and on the Internet. A Librarian is available to assist in research and navigating our resources. Use the Library catalog (http://ebi.scoolaid.net/bin/home) to search for a book in the library, access databases and e-books, and find reference tools. In-formation is also available about community resources, including scholarships, part-time employment, child care, and transportation.

Course Schedule

Lesson #	Topic(s)
1	Introduction to course and timed writings *The Workplace-Constantly Changing* • Proofread • Identify changes that are occurring in the workplace • Define common types of business organizational structures • Determine major challenges confronting both management and administrative professionals • Explain crucial skills and qualities for an administrative professional • Determine how an effective administrative professional sets goals and makes decisions
2	*"Your Professional Image" and "Workplace Team and Environment"* • Describe the characteristics that contribute to a positive professional image • Identify the components of a professional appearance • Understand the conventions of business etiquette • Develop an understanding of effective team behavior and workplace team composition • Demonstrate effectiveness in dealing with people from diverse backgrounds. • Engage in productive team communication • Describe the role of safety and health in the workplace. Office applications assigned
3	*Self-Management* • Define telework and describe its benefits to teleworkers and organizations • Define *virtual assistant* and describe benefits and concerns for virtual assistant clients • Describe an effective work environment for virtual workers • Complete applications assigned

4	*"Anger, Stress, and Time Management."* • Determine the effects of stress in the workplace • Identify factors that contribute to workplace stress • Determine the purpose of anger and its resolution • Describe the relationship among stress, anger, and time • Apply appropriate techniques for managing stress, anger, and time • Complete office applications assigned
5	*Customer Service* • Define customer service and explain the importance of an organization's commitment to customer service • Develop skills for providing effective customer service • Describe strategies for delivering effective customer service • Describe how to handle difficult customer service situations
6	*"Workplace Mail and Copying"* • Identify US Postal Service mail classifications and services • Identify mail services available through private mail carriers • Process incoming and outgoing mail • Identify uses and features of copiers • Discuss the importance of ethical and legal considerations when copying and shredding materials • Complete office applications assigne.
7	*"Telecommunications—Technology and Etiquette"* • Define *telecommunications* and describe the most common devices • Understand and use proper telephone etiquette • Identify telecommunications messaging services and the etiquette associated with their use • Complete office applications assigned
8	Review and midterm evaluation
9	*"Managing Paper and Electronic Records"* • Understand the importance of records management • Describe the considerations in managing paper records • Apply knowledge of indexing and alphabetizing records • Identify the factors associated with records retention, transfer, and disposal *Filing simulation* • Complete simulation exercises 1-6 from Greg Quick Filing Practice
10	• Complete timed writings and proofreading exercise • Complete simulation Exercises 7-13 and Exercise 14

11	*"Event Planning"* • Describe the characteristics of effective meetings and the wide variety of meeting formats • Describe the roles and responsibilities of individuals within a meeting • Plan meetings and prepare materials related to meetings • Participate in effective meetings and evaluate meetings • Complete simulation Exercises 15 through 19
12	*"Travel Arrangements"* • Demonstrate scheduling domestic and international travel arrangements. • Research business customs related to international travel. • Implement organizational travel procedures.
13	• Complete a simulation in choosing appropriate office attire • Compose an evaluation of the simulation in report or memorandum format • Complete filing simulation Exercises 20-26.
14	• Complete timed writings and proofreading exercise. • Review • Complete filing simulation Exercises 27 and 28.
15	Comprehensive Final Examination

Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.

Revised February 2016 mzt

Grading Rubric for Office Correspondence Projects

Points Deducted From Score

3   Typographical error

3   Misspelling

3   Omission

3   Improper formatting

2   Grammar or Comma error

2   Spacing at end of sentence

5   Missing information

The use of http://www.plagiarismchecker.com/ was used on this assignment: Yes_____No_____

MIDTERM

Professionalism Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 7 out of 8 meetings.	The student arrives on time for the course, and stays for the duration of the class for 5 to 6 meetings.	The student arrives on time for the course, and stays for the duration of the class for 3 to 4 meetings	The student arrives late for the course, and/or stays for the duration of 2 or fewer meeting times.
Class Engagement		Proactively contributes to class by regularly offering ideas and asking questions.	Proactively contributes to class periodically offering ideas and asking questions.	Rarely contributes to class by offering ideas and asking questions.	Never contributes to class by offering ideas and asking questions.
Listening Skills		Actively listens when others speak during in-class activities. Incorporates the ideas of others in questions/comments.	Listens when others speak both in groups and lecture.	Does not listen in groups or lecture and is not engaged during class.	Does not listen in groups and lecture. Interrupts or talks in class.
Behavior		Never displays disruptive behavior, respectful of others in actions and language, and cooperates in a classroom environment.	Rarely disruptive, partial participation in group activities.	Occasionally disruptive, rarely participates in group activities.	Very disruptive with actions and language or never participates in group activities.
Preparation		Always prepared for class, hands in work at beginning of class, and follows appropriate dress code. The student does not use electronic devices inappropriately.	Usually prepared for class, often hands in work at beginning of the class, and mostly follows appropriate dress code. The student rarely uses electronic devices inappropriately.	Rarely prepared for class, rarely hands in work at the beginning of the class, and rarely follows dress code. The student often uses electronic devices inappropriately.	Almost never prepared for class, excessively hands in work late, and does not follow dress code. The student excessively uses electronic devices inappropriately in the classroom.

Total Points   _____/100 points

Student's Signature: _____   Date: _____

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FINAL

Professionalism Rubric

	Total Points	Excellent (16 to 20 points)	Good (11 to 15 points)	Fair (6 to 10 points)	Poor (0 to 5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class for at least 14 out of 15 meetings.	The student arrives on time for the course, and stays for the duration of the class for 11 to 13 meetings.	The student arrives on time for the course, and stays for the duration of the class for 7 to 10 meetings	The student arrives late for the course, and/or stays for the duration of 6 or fewer meeting times.
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Total Points   _____/100 points

Student's Signature: _____   Date: _____

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Elmira Business Institute
Student Syllabus: Medical Office Procedures (OFF141)

Prerequisites: Computerized Keyboarding (OFF110)   **Course Credits: 3**
                   Medical Terminology (110)

Course Description

This course is designed to develop professional skills in routine medical office situations and give the student practice in the detailed procedures of the medical office environment. The student will learn to be a productive member of an office team, behave ethically, process information via technology, communicate effectively, process mail, manage records, maintain supply inventory, create equipment maintenance schedules, and perform basic accounting procedures involving patient ledgers and day sheets.

Student Learning Outcomes

Upon completion of this course, students will be able to:
- Understand knowledge needed for succeeding in the modern medical office
- Perform effectively as a team member while utilizing proper ethical conduct
- Demonstrate technical computer skills and software applications
- Understand and demonstrate the process of incoming and outgoing office mail
- Correctly manage patient records while utilizing activities offered in Virtual Medical Office
- Analyze patient ledgers; day sheets/balance sheets, and access incoming mail to process patient payments in Virtual Medical Office
- Produce a matrix and document proper medical office scheduling by utilizing and completing lessons in Virtual Medical Office
- Critique "employees" in the Virtual Medical Office software program and report accurate ethical practices
- By interviewing a medical professional involved in the hiring process of the student's field of study, the student will obtain the knowledge, qualities, and skills necessary for a successful job interview in completing the Professional Project

Career Portfolio for Workplace Skills Program

Your Career Portfolio for Workplace Skills material demonstrates your competency and skills in your chosen career field. The completed portfolio will allow you to present examples of abilities and relevant skills to prospective employers as evidence of career readiness.

Individual Career Portfolio course projects must be saved to be added to your on-line portfolio that will be created in Career Placement Seminar. It is your responsibility to keep these projects safe and secure.

Career Portfolio for Workplace Skills Project for OFF141
For the course will be the formulation of a complete patient medical record with periodical reviews with the instructor. Complete directions will be provided in class by the instructor.

Required Course Texts & Course Materials

Bonewit-West, K., Hunt, S., & Applegate, E. 2016. *Today's Medical Assistant, Clinical and Administrative Procedures,* 3rd Ed. St. Louis: Elsevier. (ISBN: 9780323311274)

Bonewit-West, K., Hunt, S., & Applegate, E. 2016. *Today's Medical Assistant, Clinical and Administrative Procedures Study Guide,* 3rd Ed. St. Louis: Elsevier. (ISBN: 9780323311281)

Supplemental educational learning materials may include and are not limited to
To be supplied by the instructor.

Medical Assisting Competencies: Medical Assisting students are required to practice each competency a minimum of three times prior to the actual testing of the competency. Students are allowed two attempts to pass each competency. A minimum score of 85 is necessary to pass the individual competency. A minimum of a C is required to pass the course. Documentation will be housed in the student's academic file.

Assessment

Assignments and projects will be evaluated on a standard grading rubric. Practical and written examinations will be graded according to content; (multiple choice, fill-in-the blank, short answer, and/or practicum).

The instructor will endeavor to return student work product by the next official class period whenever possible. Essay and/or research projects will be returned as soon as all class projects have been graded.

Student Homework Policy Statement

Elmira Business Institute (EBI) syllabi contain assignments in alignment with the federal government's definition of appropriate, assigned homework for each credit hour. For each one-credit hour of classroom or direct faculty instruction, two hours of out-of-class student work will be assigned. (For example: A three-credit course will include an average of six (6) hours of homework each week.). For classes with laboratory or clinical work, a three-credit, four-hour class will include an average of six (6) hours of homework each week. For externships, each credit hour will include an average of three (3) hours of homework per week. Assignments are directly relevant to course objectives and learning outcomes and are included at the end of the syllabi. Each assignment will be graded and recorded by the instructor.

Evaluation

Assessment Type	% of Grade
Attendance/Professionalism	15%
Midterm/Final Examination	25%
Homework/Quizzes	20%
Competencies	40%
Total	100%

Grading Scheme

Numerical Average	Letter Grade	Quality Points
95-100	A	4.0
90-94	A-	3.7
86-89	B+	3.3
83-85	B	3.0
80-82	B-	2.7
76-79	C+	2.3
73-75	C	2.0
70-72	C-	1.7
68-69	D+	1.3
66-67	D	1.0
65	D-	0.7
0-64	F	0.0
Withdraw/Failing	W/F	0.0
Withdraw	W	----
Incomplete	I	----
Test Out	TO	----
Transfer of Credit	T	----

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Course Schedule

Lesson#	Topic(s)
1	**The Health Care System** • Demonstrate knowledge of modern trends in healthcare, ambulatory care, and parts of the medical office
2	**The Professional Medical Assistant** • Discuss the characteristics of a medical assistant • Define professionalism, certification requirements, and identify professional organizations
3	**Ethics and Law for the Medical Office** • Explain the importance of ethics in healthcare • Discuss law and professional liability • Understand Federal and State laws affecting the medical office
4	**Interacting with Patients** • Explain proper verbal and non-verbal communication technique • Discuss the importance of meeting the needs of the patients
5	**Patient Reception** • Demonstrate knowledge in preparing for patient arrival • Demonstrate knowledge of patient check-in procedures

6	***Medical Office Computerization*** • Explain electronic information transfer • Explain the medical assistant's use of the electronic medical record • Explain procedures used for back-ups and system maintenance
7	***Telephone Techniques*** • Explain proper telephone technique
8	**Midterm Examination**
9	• Discuss health information in the medical office: • Explain the importance of privacy in the physician's office
10	***Written Communication*** • Demonstrate knowledge of proper composition and formatting of business letters and memoranda • Demonstrate proper proofreading ability and electronic data transmission
11	Unit Four-Billing and Coding Procedures: • Understand the basics of health Insurance and the health insurance claim form • Discuss professional fees, billing, and collecting
12	***Obtaining Employment*** • Explain the process necessary for a successful job search including the necessary tools • Explain the importance of life-long learning
13	***Obtaining Employment*** • Perform mock interviews • Explain the difference between group and traditional interviews
14	***Shopping on a Budget*** • Complete a simulation in appropriate professional attire.
15	**Final Examination**

Please note: Changes to the lessons may be made at the discretion of the instructor throughout the semester.

Revised February 2016 mzt

MIDTERM

Professionalism Rubric

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Total Points _____/100 points

7

FINAL

Professionalism Rubric

Student's Signature: _____   Date: _____

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Total Points   _____/100 points

Student's Signature: _____   Date: _____