Elmira Business Institute
Student Syllabus: Math Essentials (BUS002)

Course Credits/Clock Hours: 0/2
Course Delivery Mode: Residential

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, percentages, measurement in both metric and English units, elementary geometry, graphs, and basic algebra. Students that score less than 70 on the Accuplacer will be placed in Math Essentials, a non-credit bearing course. Students that score a 70 or higher will be placed in Business math, a credit-bearing course. (Lec/Lab/Ext/Total) (0 credit/ 30 hours).

Student Learning Outcomes
Upon completion of this course, students will be able to:
- Demonstrate a knowledge of whole numbers in words and standard form
- Distinguish the knowledge of adding, subtracting, multiplying, and dividing whole numbers, integers, fractions, and mixed numbers
- Describe and perform the order of operations and estimation
- 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
- Explain the meaning of percent
- Demonstrate how to write percentages as fractions and decimals
- Develop knowledge of translating percent sentences to percent equations
- Demonstrate the applications of percent in real-world applications
- Practice utilizing variables to state properties of addition, multiplication, and division
- Solve basic algebraic equations
- Identify points, lines, and planes

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

Calculation of a Semester Credit Hour

All coursework at Elmira Business Institute is measured in semester credit hours. Credits and partial credits are always rounded down.
- One Semester Credit Hour is equivalent to fifteen (15) clock (contact) hours of Lecture.
- One Semester Credit Hour is equivalent to thirty (30) clock (contact) hours of Laboratory training.
- One Semester Credit Hour is equivalent to forty-five (45) clock (contact) hours of Externship.

Definition of a Contact Hour

One contact hour is defined as 50 minutes within a 60-minute period of instructional activities (lecture, lab, clinical, and externship). The student is assumed to devote appropriate time to preparation and study outside the classroom.

Evaluation

Pass (attendance/professionalism average) 100%	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, dis-rupts, 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) or Library.

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-ups *may* be offered at the *instructor's discretion*, and it is the student's responsibility to arrange a time with the instructor. Make-ups must be taken within one week of the date of absence; failure to make up work in a timely manner may result in a 0 grade. There is no charge for make-up work.

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

Private Instruction
Elmira Business Institute promotes student and faculty private instruction. This student service is provided at no charge for students enrolled in a program. Private Instruction is accomplished in the following way:
- Students should contact faculty members for scheduling private instruction.
- Mandatory private instruction scheduled by an Administrator when necessary.

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. Elmira Business Institute maintains a library of hundreds of volumes of reference materials and manuals for the students' use. This facility is used both for independent reading and for study. The Institution also provides its students with access to an e-library containing over 80,000 volumes and reference materials. The e-library is available to the students 24-7 by remote access. Available for students' use is a wide range of resource materials that include encyclopedias, unabridged dictionaries, almanacs, atlases, and many volumes directly related to subjects studied at Elmira Business Institute. Books for general reading are also included. The library is available to students during normal school hours.

STANDARDS OF SATISFACTORY ACADEMIC PROGRESS

The Satisfactory Academic Progress Policy ensures that all Elmira Business Institute students enrolled in a diploma and degree programs are maintaining satisfactory progress towards a successful completion of their academic programs. The criteria and standards contained in the policy are set to recognize academic achievements or to detect problems for which actions of early intervention and/or remediation can be taken. These standards apply to all students whether they are eligible for Title IV funding or not. The Satisfactory Academic Policy complies with the requirements of the federal and state regulatory guidelines and the accrediting commission.

Satisfactory Progress Standards are designed to assess academic progress for classes taken a Elmira Business Institute only and requires a both quantitative measurements and qualitative

measurements. Students must maintain satisfactory progress toward the completion of their program.

The following criteria are used to determine whether or not a student is making Satisfactory Academic Progress. These standards monitor whether a student meets the minimum quantitative and qualitative components. A student must be able to:

- Maintain a minimum cumulative grade point average (CGPA)
- Achieve the minimum incremental completion rate (ICR) and
- Complete the program within a maximum allowable time frame (MTF)

Failure to complete courses successfully for any reason will negatively affect Satisfactory Academic Progress. Failing courses or withdrawing from courses could result in extending the length of educational program, the loss of financial aid and/or dismissal It is important to understand how these situations will impact SAP at your next evaluation points. In order for a student to graduate, the minimum requirements are a CGPA of 2.0 and completion of all required coursework without attempting more than 150% of the credits/hours in the program.
The college determines that a student is maintaining satisfactory academic progress if the student meets or exceeds the quantitative and qualitative standards outlined below, based on the cumulative number of semester credit hours attempted.

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	Practice Problems to assess understanding
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	*Practice to assess understanding of concepts.*
13	*Review and Extra Practice with Corresponding Business Mathematics Concepts*
14	*Review and Extra Practice with Corresponding Business Mathematics Concepts*
15	*Review and Extra Practice with Corresponding Business Mathematics Concepts*
16	*Review and Extra Practice with Corresponding Business Mathematics Concepts*

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

Revised February 2016 mzt, Revised July 2017 klp, Revised 11/27/17 js, Revised August 2018 klp,

Career Readiness Assessment "CRA" ❏Midterm ❏Final

Student Name: _____ **Course ID:** _____ **Instructor:** _____

	Total Points	Excellent (16-20 points)	Good (11-15 points)	Fair (6-10 points)	Poor (0-5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class. Attends at least 90% of the class.	The student arrives on time fot the course and stays for the duration of the course. Attends at least 80% of the class.	The student arrives late or does not stay for the duration of the class. Attends at least 70% of the class.	The student generally arrives late for the course, or stays for fewer than 60% of the class.
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.
Professionalism		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

Elmira Business Institute
Student Syllabus: Business Mathematics (BUS105)

Prerequisites: BUS002, Math Essentials or a score of 70 or above on the Accuplacer
Assessment
Course Credits/Clock Hours: 3/45
Course Delivery Mode: Residential
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. (Lec/Lab/Ext/Total) (45/0/0/45).

Student Learning Outcomes

Upon completion of this course, students will be able to:
* Recognize proper mathematical operations
* Demonstrate the ability to quickly and accurately calculate various mathematical operations
* Explain 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
* Define, apply, and classify various weights of measurement systems
* Demonstrate a basic understanding of central tendencies, i.e., mean, median, mode, standard deviation

Required Course Texts & Course Materials

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

Supplemental educational learning materials may include and are not limited to:
None at this time

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.

Calculation of a Semester Credit Hour
All coursework at Elmira Business Institute is measured in semester credit hours. Credits and partial credits are always rounded down.
- One Semester Credit Hour is equivalent to fifteen (15) clock (contact) hours of lecture.
- One Semester Credit Hour is equivalent to thirty (30) clock (contact) hours of laboratory training.
- One Semester Credit Hour is equivalent to forty-five (45) clock (contact) hours of externship.

Definition of a Contact Hour
One contact hour is defined as 50 minutes within a 60-minute period of instructional activities (lecture, lab, clinical, and externship). The student is assumed to devote appropriate time to preparation and study outside the classroom.

Evaluation

Assessment Type	% of Grade
Attendance/Professionalism	15%
Homework	15%
Quizzes	30%
Midterm/Comprehensive 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
Withdraw	W	----
Incomplete	I	----
Transfer	T	----
Institutional Exam (Test Out)	TO	----
Pass	P	----
Advanced Placement Credit	APC	----

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) and Library.

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.

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

Private Instruction
Elmira Business Institute promotes student and faculty private instruction. This student service is provided at no charge for students enrolled in a program. Private Instruction is accomplished in the following way:

- Students should contact faculty members for scheduling private instruction.
- Mandatory private instruction scheduled by an Administrator when necessary.

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. Elmira Business Institute maintains a library of hundreds of volumes of reference materials and manuals for the students' use. This facility is used both for independent reading and for study. The Institution also provides its students with access to an e-library containing over 80,000 volumes and reference materials. The e-library is available to the students 24-7 by remote access. Available for students' use is a wide range of resource materials that include encyclopedias, unabridged dictionaries, almanacs, atlases, and many volumes directly related to subjects studied at Elmira Business Institute. Books for general reading are also included. The library is available to students during normal school hours.

STANDARDS OF SATISFACTORY ACADEMIC PROGRESS

The Satisfactory Academic Progress Policy ensures that all Elmira Business Institute students enrolled in a diploma and degree programs are maintaining satisfactory progress towards a successful completion of their academic programs. The criteria and standards contained in the policy are set to recognize academic achievements or to detect problems for which actions of early intervention and/or remediation can be taken. These standards apply to all students whether they are eligible for Title IV funding or not. The Satisfactory Academic Policy

complies with the requirements of the federal and state regulatory guidelines and the accrediting commission.

Satisfactory Progress Standards are designed to assess academic progress for classes taken a Elmira Business Institute only and requires a both quantitative measurements and qualitative measurements. Students must maintain satisfactory progress toward the completion of their program.

The following criteria are used to determine whether or not a student is making Satisfactory Academic Progress. These standards monitor whether a student meets the minimum quantitative and qualitative components. A student must be able to:

- Maintain a minimum cumulative grade point average (CGPA)
- Achieve the minimum incremental completion rate (ICR) and
- Complete the program within a maximum allowable time frame (MTF)

Failure to complete courses successfully for any reason will negatively affect Satisfactory Academic Progress. Failing courses or withdrawing from courses could result in extending the length of educational program, the loss of financial aid and/or dismissal   It is important to understand how these situations will impact SAP at your next evaluation points. In order for a student to graduate, the minimum requirements are a CGPA of 2.0 and completion of all required coursework without attempting more than 150% of the credits/hours in the program.
The college determines that a student is maintaining satisfactory academic progress if the student meets or exceeds the quantitative and qualitative standards outlined below, based on the cumulative number of semester credit hours attempted.

A minimum of a "D-" is required to pass the course. Documentation will be housed in the student's academic file. Although, this is the minimum passing grade. Students will need to meet the **Satisfactory Academic Progress** requirements.

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.

Career Readiness Assessment "CRA" ❑Midterm ❑Final

Student Name: _____**Course ID:** _____ **Instructor:** _____

	Total Points	Excellent (16-20 points)	Good (11-15 points)	Fair (6-10 points)	Poor (0-5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class. Attends at least 90% of the class.	The student arrives on time fot the course and stays for the duration of the course. Attends at least 80% of the class.	The student arrives late or does not stay for the duration of the class. Attends at least 70% of the class.	The student generally arrives late for the course, or stays for fewer than 60% of the class.
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.
Professionalism		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

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

Prerequisites: None   **Course Credits/Clock Hours: 3/45**
Course Delivery Mode: Residential

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 dis-advantages of franchising. Emphasis is placed on planning (strategic and tactical), critical thinking, and leadership styles. (Lec/Lab/Ext/Total) (45/0/0/45).

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
- Apply case studies to prove an understanding of ethical, economic, and managerial factors/considerations
- Identify the cultural and diversity differences among different forms of business
- Reconstruct a final project that may be designed and/or approved by the instructor. Note: Research and Business Plan rubrics will vary.

Required Course Texts & Course Materials

Pride, William M., Hughes, Robert J., and Kapoor, Jack R. *Foundations of Business* 5th ed. OH: South-Western Cengage Learning, 2017, 2015. Print. ISBN (9781305511064).

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.

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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.

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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.

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- One Semester Credit Hour is equivalent to forty-five (45) clock (contact) hours of Externship.

Definition of a Contact Hour
One contact hour is defined as 50 minutes within a 60-minute period of instructional activities (lecture, lab, clinical, and externship). The student is assumed to devote appropriate time to preparation and study outside the classroom.

Evaluation

Assessment Type	% of Grade
Attendance/Professionalism	15%
Homework	25%
Examinations	25%
Business Plan	15%
Final Exam	20%
Total	100%

Grading Scheme

Numerical Average	Letter Grade	Quality Points
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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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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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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.

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

Private Instruction
Elmira Business Institute promotes student and faculty private instruction. This student service is provided at no charge for students enrolled in a program. Private Instruction is accomplished in the following way:
- Students should contact faculty members for scheduling private instruction.
- Mandatory private instruction scheduled by an Administrator when necessary.

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. Elmira Business Institute maintains a library of hundreds of volumes of reference materials and manuals for the students' use. This facility is used both for independent reading and for study. The Institution also provides its students with access to an e-library containing over 80,000 volumes and reference materials. The e-library is available to the students 24-7 by remote access. Available for students' use is a wide range of resource materials that include encyclopedias, unabridged dictionaries, almanacs, atlases, and many volumes directly related to subjects studied at Elmira Business Institute. Books for general reading are also included. The library is available to students during normal school hours.

STANDARDS OF SATISFACTORY ACADEMIC PROGRESS

The Satisfactory Academic Progress Policy ensures that all Elmira Business Institute students enrolled in a diploma and degree programs are maintaining satisfactory progress towards a successful completion of their academic programs. The criteria and standards contained in the policy are set to recognize academic achievements or to detect problems for which actions of early intervention and/or remediation can be taken. These standards apply to all students whether they are eligible for Title IV funding or not. The Satisfactory Academic Policy complies with the requirements of the federal and state regulatory guidelines and the accrediting commission.

Satisfactory Progress Standards are designed to assess academic progress for classes taken a Elmira Business Institute only and requires a both quantitative measurements and qualitative measurements. Students must maintain satisfactory progress toward the completion of their

program.

The following criteria are used to determine whether or not a student is making Satisfactory Academic Progress. These standards monitor whether a student meets the minimum quantitative and qualitative components. A student must be able to:

- Maintain a minimum cumulative grade point average (CGPA)
- Achieve the minimum incremental completion rate (ICR) and
- Complete the program within a maximum allowable time frame (MTF)

Failure to complete courses successfully for any reason will negatively affect Satisfactory Academic Progress. Failing courses or withdrawing from courses could result in extending the length of educational program, the loss of financial aid and/or dismissal   It is important to understand how these situations will impact SAP at your next evaluation points. In order for a student to graduate, the minimum requirements are a CGPA of 2.0 and completion of all required coursework without attempting more than 150% of the credits/hours in the program.
The college determines that a student is maintaining satisfactory academic progress if the student meets or exceeds the quantitative and qualitative standards outlined below, based on the cumulative number of semester credit hours attempted.

A minimum of a "D-" is required to pass the course. Documentation will be housed in the student's academic file. Although, this is the minimum passing grade. Students will need to meet the **Satisfactory Academic Progress** requirements.

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 inter-workings 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 inter-workings 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, Revised July 2017 klp, Revised August 2018 klp

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?]
[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]

Include an organizational chart in the Appendix.

Manufacturing and Operations Plan

Location and Space Requirements
[Where is the planned location?]

Include a floor plan in the Appendix.

[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 commo
[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_____

Career Readiness Assessment "CRA" ❑Midterm   ❑Final

Student Name: _____   **Course ID: _____**   **Instructor: _____**

	Total Points	Excellent (16-20 points)	Good (11-15 points)	Fair (6-10 points)	Poor (0-5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class. Attends at least 90% of the class.	The student arrives on time fot the course and stays for the duration of the course. Attends at least 80% of the class.	The student arrives late or does not stay for the duration of the class. Attends at least 70% of the class.	The student generally arrives late for the course, or stays for fewer than 60% of the class.
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.
Professionalism		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

Elmira Business Institute
Student Syllabus: Business Law (BUS120)

Prerequisites: None   **Course Credits/ Clock Hours: 3/45**
Course Delivery Mode: Residential

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. (Lec/Lab/Ext/Total) (45/0/0/45).

Student Learning Outcomes

Upon completion of this course, students will be able to:
- Utilize academic sources to research and evaluate case studies pertaining to Constitutional Amendments, criminal law, and civil law
- Apply 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
- Demonstrate contracts and the important role they play in business agreements
- Develop a final research project. Specific directions will be given during the first two weeks of class.

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).

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Assessment Type	% of Grade
Attendance/Professionalism	15%
Examinations	45%
Homework	15%
Career Portfolio Project	10%
Final Exam	15%
Total	**100%**

Grading Scheme

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83-85	B	3.0
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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

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

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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.

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.

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Private Instruction
Elmira Business Institute promotes student and faculty private instruction. This student service is provided at no charge for students enrolled in a program. Private Instruction is accomplished in the following way:
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- Mandatory private instruction scheduled by an Administrator when necessary.

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. Elmira Business Institute maintains a library of hundreds of volumes of reference materials and manuals for the students' use. This facility is used both for independent reading and for study. The Institution also provides its students with access to an e-library containing over 80,000 volumes and reference materials. The e-library is available to the students 24-7 by remote access. Available for students' use is a wide range of resource materials that include encyclopedias, unabridged dictionaries, almanacs, atlases, and many volumes directly related to subjects studied at Elmira Business Institute. Books for general reading are also included. The library is available to students during normal school hours.

STANDARDS OF SATISFACTORY ACADEMIC PROGRESS

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The following criteria are used to determine whether or not a student is making Satisfactory Academic Progress. These standards monitor whether a student meets the minimum quantitative and qualitative components. A student must be able to:

> • Maintain a minimum cumulative grade point average (CGPA)
> • Achieve the minimum incremental completion rate (ICR) and
> • Complete the program within a maximum allowable time frame (MTF)

Failure to complete courses successfully for any reason will negatively affect Satisfactory Academic Progress. Failing courses or withdrawing from courses could result in extending the length of educational program, the loss of financial aid and/or dismissal   It is important to understand how these situations will impact SAP at your next evaluation points. In order for a student to graduate, the minimum requirements are a CGPA of 2.0 and completion of all required coursework without attempting more than 150% of the credits/hours in the program.
The college determines that a student is maintaining satisfactory academic progress if the student meets or exceeds the quantitative and qualitative standards outlined below, based on the cumulative number of semester credit hours attempted.

A minimum of a "D-" is required to pass the course. Documentation will be housed in the student's academic file. Although, this is the minimum passing grade. Students will need to meet the **Satisfactory Academic Progress** requirements.

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, Revised July 2017klp, Revised August 2018 klp,
_____

Career Readiness Assessment "CRA"   ❑Midterm   ❑Final

Student Name: _____   Course ID: _____   Instructor: _____

	Total Points	Excellent (16-20 points)	Good (11-15 points)	Fair (6-10 points)	Poor (0-5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class. Attends at least 90% of the class.	The student arrives on time fot the course and stays for the duration of the course. Attends at least 80% of the class.	The student arrives late or does not stay for the duration of the class. Attends at least 70% of the class.	The student generally arrives late for the course, or stays for fewer than 60% of the class.
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.
Professionalism		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

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/ Clock Hours: 3/45**
Course Delivery Mode: Residential

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. (Lec/Lab/Ext/Total) (45/0/0/45).

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.
- Define moral principles
- Demonstrate 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.

Required Course Texts & Course Materials

Mason. Business Ethics: Ethical Decision Making, 11ᵗʰ Ed. (ISBN: 9781305500846)

Ferrell, O. C., Fraedrich, John, Ferrell, Linda. *Business Ethics Ethical Decision Making and Cases.* 11ᵗʰ ed. Cengage Learning. 2017, 2015. Print. (ISBN: 9781305500846)

Supplemental educational learning materials may include and are not limited to
Articles on-line from Pro-Quest 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* (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
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 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.

Calculation of a Semester Credit Hour
All coursework at Elmira Business Institute is measured in semester credit hours. Credits and partial credits are always rounded down.
- One Semester Credit Hour is equivalent to fifteen (15) clock (contact) hours of Lecture.
- One Semester Credit Hour is equivalent to thirty (30) clock (contact) hours of Laboratory training.
- One Semester Credit Hour is equivalent to forty-five (45) clock (contact) hours of Externship.

Definition of a Contact Hour
One contact hour is defined as 50 minutes within a 60-minute period of instructional activities (lecture, lab, clinical, and externship). The student is assumed to devote appropriate time to preparation and study outside the classroom.

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
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) and Library.

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
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A minimum of a "D-" is required to pass the course. Documentation will be housed in the student's academic file. Although, this is the minimum passing grade. Students will need to meet the **Satisfactory Academic Progress** requirements.

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, Revised July 2017 klp, Revised August 2018 klp,

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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	Uses professional tone.			

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____

Career Readiness Assessment "CRA" ❑Midterm   ❑Final

Student Name: _____   **Course ID:** _____   **Instructor:** _____

	Total Points	Excellent (16-20 points)	Good (11-15 points)	Fair (6-10 points)	Poor (0-5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class. Attends at least 90% of the class.	The student arrives on time fot the course and stays for the duration of the course. Attends at least 80% of the class.	The student arrives late or does not stay for the duration of the class. Attends at least 70% of the class.	The student generally arrives late for the course, or stays for fewer than 60% of the class.
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.
Professionalism		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

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

Prerequisites: None   **Course Credits/Clock Hours: 3/45**
Course Delivery Mode: Residential

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. (Lec/Lab/Ext/Total) (45/0/0/45).

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) and Library.

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.

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

Private Instruction
Elmira Business Institute promotes student and faculty private instruction. This student service is provided at no charge for students enrolled in a program. Private Instruction is accomplished in the following way:
> • Students should contact faculty members for scheduling private instruction.
> • Mandatory private instruction scheduled by an Administrator when necessary.

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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. In-formation is also available about community resources, including scholarships, part-time employment, child care, and transportation. Elmira Business Institute maintains a library of hundreds of volumes of reference materials and manuals for the students' use. This facility is used both for independent reading and for study. The Institution also provides its students with access to an e-library containing over 80,000 volumes and reference materials. The e-library is available to the students 24-7 by remote access. Available for students' use is a wide range of resource materials that include encyclopedias, unabridged dictionaries, almanacs, atlases, and many volumes directly related to subjects studied at Elmira Business Institute. Books for general reading are also included. The library is available to students during normal school hours.

STANDARDS OF SATISFACTORY ACADEMIC PROGRESS

The Satisfactory Academic Progress Policy ensures that all Elmira Business Institute students enrolled in a diploma and degree programs are maintaining satisfactory progress towards a successful completion of their academic programs. The criteria and standards contained in the policy are set to recognize academic achievements or to detect problems for which actions of early intervention and/or remediation can be taken. These standards apply to all students whether they are eligible for Title IV funding or not. The Satisfactory Academic Policy complies with the requirements of the federal and state regulatory guidelines and the accrediting commission.

Satisfactory Progress Standards are designed to assess academic progress for classes taken a Elmira Business Institute only and requires a both quantitative measurements and qualitative measurements. Students must maintain satisfactory progress toward the completion of their program.

The following criteria are used to determine whether or not a student is making Satisfactory Academic Progress. These standards monitor whether a student meets the minimum quantitative and qualitative components. A student must be able to:

- Maintain a minimum cumulative grade point average (CGPA)
- Achieve the minimum incremental completion rate (ICR) and
- Complete the program within a maximum allowable time frame (MTF)

Failure to complete courses successfully for any reason will negatively affect Satisfactory Academic Progress. Failing courses or withdrawing from courses could result in extending the length of educational program, the loss of financial aid and/or dismissal   It is important to understand how these situations will impact SAP at your next evaluation points. In order for a student to graduate, the minimum requirements are a CGPA of 2.0 and completion of all required coursework without attempting more than 150% of the credits/hours in the program.

The college determines that a student is maintaining satisfactory academic progress if the student meets or exceeds the quantitative and qualitative standards outlined below, based on the cumulative number of semester credit hours attempted.

A minimum of a "D-" is required to pass the course. Documentation will be housed in the student's academic file. Although, this is the minimum passing grade. Students will need to meet the **Satisfactory Academic Progress** requirements.

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, Revised July 2017 klp,

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____

Career Readiness Assessment "CRA" ❑Midterm   ❑Final

Student Name: _____   **Course ID:** _____   **Instructor:** _____

	Total Points	Excellent (16-20 points)	Good (11-15 points)	Fair (6-10 points)	Poor (0-5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class. Attends at least 90% of the class.	The student arrives on time fot the course and stays for the duration of the course. Attends at least 80% of the class.	The student arrives late or does not stay for the duration of the class. Attends at least 70% of the class.	The student generally arrives late for the course, or stays for fewer than 60% of the class.
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.
Professionalism		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

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/ Clock Hours: 3/45**
Course Delivery Mode: Residential

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. (Lec/Lab/Ext/Total) (45/0/0/45).

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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Calculation of a Semester Credit Hour

All coursework at Elmira Business Institute is measured in semester credit hours. Credits and partial credits are always rounded down.

- One Semester Credit Hour is equivalent to fifteen (15) clock (contact) hours of Lecture.
- One Semester Credit Hour is equivalent to thirty (30) clock (contact) hours of Laboratory training.
- One Semester Credit Hour is equivalent to forty-five (45) clock (contact) hours of

Externship.

Definition of a Contact Hour
One contact hour is defined as 50 minutes within a 60-minute period of instructional activities (lecture, lab, clinical, and externship). The student is assumed to devote appropriate time to preparation and study outside the classroom.

Evaluation

Assessment Type	% of Grade
Attendance/Professionalism	15%
Assignments	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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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. Elmira Business Institute maintains a library of hundreds of volumes of reference materials and manuals for the students' use. This facility is used both for independent reading and for study. The Institution also provides its students with access to an e-library containing over 80,000 volumes and reference materials. The e-library is available to the students 24-7 by remote access. Available for students' use is a wide range of resource materials that include encyclopedias, unabridged dictionaries, almanacs, atlases, and

many volumes directly related to subjects studied at Elmira Business Institute. Books for general reading are also included. The library is available to students during normal school hours.

STANDARDS OF SATISFACTORY ACADEMIC PROGRESS

The Satisfactory Academic Progress Policy ensures that all Elmira Business Institute students enrolled in a diploma and degree programs are maintaining satisfactory progress towards a successful completion of their academic programs. The criteria and standards contained in the policy are set to recognize academic achievements or to detect problems for which actions of early intervention and/or remediation can be taken. These standards apply to all students whether they are eligible for Title IV funding or not. The Satisfactory Academic Policy complies with the requirements of the federal and state regulatory guidelines and the accrediting commission.

Satisfactory Progress Standards are designed to assess academic progress for classes taken a Elmira Business Institute only and requires a both quantitative measurements and qualitative measurements. Students must maintain satisfactory progress toward the completion of their program.

The following criteria are used to determine whether or not a student is making Satisfactory Academic Progress. These standards monitor whether a student meets the minimum quantitative and qualitative components. A student must be able to:

> • Maintain a minimum cumulative grade point average (CGPA)
> • Achieve the minimum incremental completion rate (ICR) and
> • Complete the program within a maximum allowable time frame (MTF)

Failure to complete courses successfully for any reason will negatively affect Satisfactory Academic Progress. Failing courses or withdrawing from courses could result in extending the length of educational program, the loss of financial aid and/or dismissal   It is important to understand how these situations will impact SAP at your next evaluation points. In order for a student to graduate, the minimum requirements are a CGPA of 2.0 and completion of all required coursework without attempting more than 150% of the credits/hours in the program.
The college determines that a student is maintaining satisfactory academic progress if the student meets or exceeds the quantitative and qualitative standards outlined below, based on the cumulative number of semester credit hours attempted.

A minimum of a "D-" is required to pass the course. Documentation will be housed in the student's academic file. Although, this is the minimum passing grade. Students will need to meet the **Satisfactory Academic Progress** requirements.

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, Revised July 2017 klp, Revised August 2018 klp

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____

Career Readiness Assessment "CRA" ❑Midterm ❑Final

Student Name: _____**Course ID:** _____ **Instructor:** _____

	Total Points	Excellent (16-20 points)	Good (11-15 points)	Fair (6-10 points)	Poor (0-5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class. Attends at least 90% of the class.	The student arrives on time fot the course and stays for the duration of the course. Attends at least 80% of the class.	The student arrives late or does not stay for the duration of the class. Attends at least 70% of the class.	The student generally arrives late for the course, or stays for fewer than 60% of the class.
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.
Professionalism		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

Elmira Business Institute
Student Syllabus: Statistics for Management BUS220

Prerequisites: None   **Course Credits/ Clock Hours: 3/45**
Course Delivery Mode: Residential

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. (Lec/Lab/Ext/Total) (45/0/0/45).

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

Required Course Texts & Course Materials

Levine Stephen Statisics for Managers, Using Microsoft Excel 8th Ed. (ISBN: 9780134173054)

Levine, David M., Stephan, David F. Szabat, Kathryn A.; *Statistics for Managers: Using Microsoft Excel*. 8th Ed. Boston: Pearson Education, Inc. Prentice Hall. 2016. Print. (ISBN: 9780134173962)

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.

Calculation of a Semester Credit Hour

All coursework at Elmira Business Institute is measured in semester credit hours. Credits and partial credits are always rounded down.

- One Semester Credit Hour is equivalent to fifteen (15) clock (contact) hours of Lecture.
- One Semester Credit Hour is equivalent to thirty (30) clock (contact) hours of Laboratory training.
- One Semester Credit Hour is equivalent to forty-five (45) clock (contact) hours of Externship.

Definition of a Contact Hour

One contact hour is defined as 50 minutes within a 60-minute period of instructional activities (lecture, lab, clinical, and externship). The student is assumed to devote appropriate time to preparation and study outside the classroom.

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) and Library.

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.

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

Private Instruction

Elmira Business Institute promotes student and faculty private instruction. This student service is provided at no charge for students enrolled in a program. Private Instruction is accomplished in the following way:

- Students should contact faculty members for scheduling private instruction.
- Mandatory private instruction scheduled by an Administrator when necessary.

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. Elmira Business Institute maintains a library of hundreds of volumes of reference materials and manuals for the students' use. This facility is used both for independent reading and for study. The Institution also provides its students with access to an e-library containing over 80,000 volumes and reference materials. The e-library is available to the students 24-7 by remote access. Available for students' use is a wide range of resource materials that include encyclopedias, unabridged dictionaries, almanacs, atlases, and many volumes directly related to subjects studied at Elmira Business Institute. Books for general reading are also included. The library is available to students during normal school hours.

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> • Maintain a minimum cumulative grade point average (CGPA)
> • Achieve the minimum incremental completion rate (ICR) and
> • Complete the program within a maximum allowable time frame (MTF)

Failure to complete courses successfully for any reason will negatively affect Satisfactory Academic Progress. Failing courses or withdrawing from courses could result in extending the length of educational program, the loss of financial aid and/or dismissal   It is important to understand how these situations will impact SAP at your next evaluation points. In order for a student to graduate, the minimum requirements are a CGPA of 2.0 and completion of all required coursework without attempting more than 150% of the credits/hours in the program.

The college determines that a student is maintaining satisfactory academic progress if the student meets or exceeds the quantitative and qualitative standards outlined below, based on the cumulative number of semester credit hours attempted.

A minimum of a "D-" is required to pass the course. Documentation will be housed in the student's academic file. Although, this is the minimum passing grade. Students will need to meet the **Satisfactory Academic Progress** requirements.

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, Revised July 2017 klp, Revised August 2018 klp

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	Needs more concrete examples and/or relevant	Selects irrelevant or ineffective examples	

	relevant support	support		
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____

Career Readiness Assessment "CRA" ❑Midterm   ❑Final

Student Name: _____**Course ID:** _____ **Instructor:** _____

	Total Points	Excellent (16-20 points)	Good (11-15 points)	Fair (6-10 points)	Poor (0-5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class. Attends at least 90% of the class.	The student arrives on time fot the course and stays for the duration of the course. Attends at least 80% of the class.	The student arrives late or does not stay for the duration of the class. Attends at least 70% of the class.	The student generally arrives late for the course, or stays for fewer than 60% of the class.
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.
Professionalism		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

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

Prerequisites: None   **Course Credits/ Clock Hours: 3/45**
Course Delivery Mode: Residential

Course Description

This course is a 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. (Lec/Lab/Ext/Total) (45/0/0/45).

Student Learning Outcomes

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

Required Course Texts & Course Materials

DeNisi, Griffin. *HR, 4th Ed.* (ISBN: 9781337116381)

DeNisi, Angelo S. and Griffin, Ricky W., *HR3*, 3rd ed. Cincinnati, Ohio: South-Western College Publishing, 2015. Print. ISBN: 9781285867571

Supplemental educational learning materials may include and are not limited to Articles on-line from Pro-Quest 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.

Calculation of a Semester Credit Hour
All coursework at Elmira Business Institute is measured in semester credit hours. Credits and partial credits are always rounded down.
- One Semester Credit Hour is equivalent to fifteen (15) clock (contact) hours of Lecture.
- One Semester Credit Hour is equivalent to thirty (30) clock (contact) hours of Laboratory training.
- One Semester Credit Hour is equivalent to forty-five (45) clock (contact) hours of Externship.

Definition of a Contact Hour
One contact hour is defined as 50 minutes within a 60-minute period of instructional activities (lecture, lab, clinical, and externship). The student is assumed to devote appropriate time to preparation and study outside the classroom.

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
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) and Library.

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.

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

Private Instruction
Elmira Business Institute promotes student and faculty private instruction. This student service is provided at no charge for students enrolled in a program. Private Instruction is accomplished in the following way:
- Students should contact faculty members for scheduling private instruction.
- Mandatory private instruction scheduled by an Administrator when necessary.

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. Elmira Business Institute maintains a library of hundreds of volumes of reference materials and manuals for the students' use. This facility is used both for independent reading and for study. The Institution also provides its students with access to an e-library containing over 80,000 volumes and reference materials. The e-library is available to the students 24-7 by remote access. Available for students' use is a wide range of resource materials that include encyclopedias, unabridged dictionaries, almanacs, atlases, and many volumes directly related to subjects studied at Elmira Business Institute. Books for general reading are also included. The library is available to students during normal school hours.

STANDARDS OF SATISFACTORY ACADEMIC PROGRESS

The Satisfactory Academic Progress Policy ensures that all Elmira Business Institute students enrolled in a diploma and degree programs are maintaining satisfactory progress towards a successful completion of their academic programs. The criteria and standards contained in the policy are set to recognize academic achievements or to detect problems for which actions of early intervention and/or remediation can be taken. These standards apply to all students whether they are eligible for Title IV funding or not. The Satisfactory Academic Policy complies with the requirements of the federal and state regulatory guidelines and the accrediting commission.

Satisfactory Progress Standards are designed to assess academic progress for classes taken a Elmira Business Institute only and requires a both quantitative measurements and qualitative measurements. Students must maintain satisfactory progress toward the completion of their program.

the following criteria are used to determine whether or not a student is making Satisfactory Academic Progress. These standards monitor whether a student meets the minimum quantitative and qualitative components. A student must be able to:

- Maintain a minimum cumulative grade point average (CGPA)
- Achieve the minimum incremental completion rate (ICR) and
- Complete the program within a maximum allowable time frame (MTF)

Failure to complete courses successfully for any reason will negatively affect Satisfactory Academic Progress. Failing courses or withdrawing from courses could result in extending the length of educational program, the loss of financial aid and/or dismissal It is important to understand how these situations will impact SAP at your next evaluation points. In order for a

student to graduate, the minimum requirements are a CGPA of 2.0 and completion of all required coursework without attempting more than 150% of the credits/hours in the program.
The college determines that a student is maintaining satisfactory academic progress if the student meets or exceeds the quantitative and qualitative standards outlined below, based on the cumulative number of semester credit hours attempted.

A minimum of a "D-" is required to pass the course. Documentation will be housed in the student's academic file. Although, this is the minimum passing grade. Students will need to meet the **Satisfactory Academic Progress** requirements.

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 , Revised July 2017 klp, Revised August 2018 klp,

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_____

Career Readiness Assessment "CRA" ❏Midterm   ❏Final

Student Name: _____   **Course ID:** _____   **Instructor:** _____

	Total Points	Excellent (16-20 points)	Good (11-15 points)	Fair (6-10 points)	Poor (0-5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class. Attends at least 90% of the class.	The student arrives on time fot the course and stays for the duration of the course. Attends at least 80% of the class.	The student arrives late or does not stay for the duration of the class. Attends at least 70% of the class.	The student generally arrives late for the course, or stays for fewer than 60% of the class.
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.
Professionalism		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

Elmira Business Institute
Student Syllabus: Insurance Licensing (BUS235)

Prerequisites: None   **Course Credits/ Clock Hours: 3/45**
Course Delivery Mode: Residential

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. (Lec/Lab/Ext/Total) (45/0/0/45).

Student Learning Outcomes

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

- Demonstrate NYS Insurance regulations, basics and prerequisites in order to become a
  Personal Lines Agent or Broker.
- Identify 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
- Describe and how insurance contracts are written, developed, and implemented
- Utilize critical thinking skills in analyzing risk exposures and insurance contracts.
- Apply various approaches to understand risk management techniques.

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
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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%
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
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Test Out	TO	----
Transfer of Credit	T	----

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regarding EBI academic programs and policies.

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Failure to complete courses successfully for any reason will negatively affect Satisfactory Academic Progress. Failing courses or withdrawing from courses could result in extending the length of educational program, the loss of financial aid and/or dismissal   It is important to

understand how these situations will impact SAP at your next evaluation points. In order for a student to graduate, the minimum requirements are a CGPA of 2.0 and completion of all required coursework without attempting more than 150% of the credits/hours in the program.

The college determines that a student is maintaining satisfactory academic progress if the student meets or exceeds the quantitative and qualitative standards outlined below, based on the cumulative number of semester credit hours attempted.

A minimum of a "D-" is required to pass the course. Documentation will be housed in the student's academic file. Although, this is the minimum passing grade. Students will need to meet the **Satisfactory Academic Progress** requirements.

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, Revised July 2017 klp, Revised August 2018 klp,

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____

Career Readiness Assessment "CRA" ❑Midterm   ❑Final

Student Name: _____Course ID: _____ Instructor: _____

	Total Points	Excellent (16-20 points)	Good (11-15 points)	Fair (6-10 points)	Poor (0-5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class. Attends at least 90% of the class.	The student arrives on time fot the course and stays for the duration of the course. Attends at least 80% of the class.	The student arrives late or does not stay for the duration of the class. Attends at least 70% of the class.	The student generally arrives late for the course, or stays for fewer than 60% of the class.
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.
Professionalism		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

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

Prerequisites: None   **Course Credits/ Clock Hours: 3/45**
Course Delivery Mode: Residential

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. (Lec/Lab/Ext/Total) (45/0/0/45).

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
- Demonstrate the franchising concept
- Explain 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

Required Course Texts & Course Materials

Longenecker, Justin G., Moore, Carolos W., Petty, William J., Palich, Leslie E. *Small Business Management – An Entrepreneurial Emphasis.* 18th ed. Ohio: Thomson/South Western. 2017, 2015. Print (ISBN: 9781305405745)

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.

Calculation of a Semester Credit Hour
All coursework at Elmira Business Institute is measured in semester credit hours. Credits and partial credits are always rounded down.
- One Semester Credit Hour is equivalent to fifteen (15) clock (contact) hours of Lecture.
- One Semester Credit Hour is equivalent to thirty (30) clock (contact) hours of Laboratory training.
- One Semester Credit Hour is equivalent to forty-five (45) clock (contact) hours of Externship.

Definition of a Contact Hour
One contact hour is defined as 50 minutes within a 60-minute period of instructional activities (lecture, lab, clinical, and externship). The student is assumed to devote appropriate time to preparation and study outside the classroom.

Evaluation

Assessment Type	% of Grade
Attendance/Professionalism	15%
Assignments	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) and Library.

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.

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
Private Instruction
Elmira Business Institute promotes student and faculty private instruction. This student service is provided at no charge for students enrolled in a program. Private Instruction is accomplished in the following way:
- Students should contact faculty members for scheduling private instruction.
- Mandatory private instruction scheduled by an Administrator when necessary.

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. Elmira Business Institute maintains a library of hundreds of volumes of reference materials and manuals for the students' use. This facility is used both for independent reading and for study. The Institution also provides its students with access to an e-library containing over 80,000 volumes and reference materials. The e-library is available to the students 24-7 by remote access. Available for students' use is a wide range of resource materials that include encyclopedias, unabridged dictionaries, almanacs, atlases, and many volumes directly related to subjects studied at Elmira Business Institute. Books for general reading are also included. The library is available to students during normal school hours.

STANDARDS OF SATISFACTORY ACADEMIC PROGRESS

The Satisfactory Academic Progress Policy ensures that all Elmira Business Institute students enrolled in a diploma and degree programs are maintaining satisfactory progress towards a successful completion of their academic programs. The criteria and standards contained in the policy are set to recognize academic achievements or to detect problems for which actions of early intervention and/or remediation can be taken. These standards apply to all students whether they are eligible for Title IV funding or not. The Satisfactory Academic Policy complies with the requirements of the federal and state regulatory guidelines and the accrediting commission.

Satisfactory Progress Standards are designed to assess academic progress for classes taken a Elmira Business Institute only and requires a both quantitative measurements and qualitative measurements. Students must maintain satisfactory progress toward the completion of their program.

The following criteria are used to determine whether or not a student is making Satisfactory Academic Progress. These standards monitor whether a student meets the minimum quantitative and qualitative components. A student must be able to:

     • Maintain a minimum cumulative grade point average (CGPA)
     • Achieve the minimum incremental completion rate (ICR) and
     • Complete the program within a maximum allowable time frame (MTF)

Failure to complete courses successfully for any reason will negatively affect Satisfactory Academic Progress. Failing courses or withdrawing from courses could result in extending the length of educational program, the loss of financial aid and/or dismissal   It is important to understand how these situations will impact SAP at your next evaluation points. In order for a student to graduate, the minimum requirements are a CGPA of 2.0 and completion of all required coursework without attempting more than 150% of the credits/hours in the program.
The college determines that a student is maintaining satisfactory academic progress if the student meets or exceeds the quantitative and qualitative standards outlined below, based on the cumulative number of semester credit hours attempted.

A minimum of a "D-" is required to pass the course. Documentation will be housed in the student's academic file. Although, this is the minimum passing grade. Students will need to meet the **Satisfactory Academic Progress** requirements.

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, Revised July 2017 klp,

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____

Career Readiness Assessment "CRA"   ❑Midterm   ❑Final

Student Name: _____ Course ID: _____ Instructor: _____

	Total Points	Excellent (16-20 points)	Good (11-15 points)	Fair (6-10 points)	Poor (0-5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class. Attends at least 90% of the class.	The student arrives on time fot the course and stays for the duration of the course. Attends at least 80% of the class.	The student arrives late or does not stay for the duration of the class. Attends at least 70% of the class.	The student generally arrives late for the course, or stays for fewer than 60% of the class.
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.
Professionalism		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

Elmira Business Institute
Student Syllabus: Financial Securities (BUS245)

Prerequisites: None   **Course Credits/Clock Hours: 3/45**
Course Delivery Mode: Residential

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. (Lec/Lab/Ext/Total) (45/0/0/45).

Student Learning Outcomes

Upon completion of this course, students will be able to:
- Define securities markets, investment securities, and economic factors
- Identify securities and tax regulation
- Analyze marketing, prospecting, and sales presentations
- Explain how to evaluate customers risks
- Demonstrate the product information at an investment company
- Describe how to open and service customer accounts
- Demonstrate the registration of broker-dealers, agents, and investment advisers
- Explain the ethical practices and fiduciary obligations in an investment company
- Employ the Business Practices for Investment Advisers
- Recognize the NASAA and their regulations and rules

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 Pro-Quest 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
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
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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	----

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

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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.
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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- Students should contact faculty members for scheduling private instruction.
- Mandatory private instruction scheduled by an Administrator when necessary.

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. Elmira Business Institute maintains a library of hundreds of volumes of reference materials and manuals for the students' use. This facility is

used both for independent reading and for study. The Institution also provides its students with access to an e-library containing over 80,000 volumes and reference materials. The e-library is available to the students 24-7 by remote access. Available for students' use is a wide range of resource materials that include encyclopedias, unabridged dictionaries, almanacs, atlases, and many volumes directly related to subjects studied at Elmira Business Institute. Books for general reading are also included. The library is available to students during normal school hours.

STANDARDS OF SATISFACTORY ACADEMIC PROGRESS

The Satisfactory Academic Progress Policy ensures that all Elmira Business Institute students enrolled in a diploma and degree programs are maintaining satisfactory progress towards a successful completion of their academic programs. The criteria and standards contained in the policy are set to recognize academic achievements or to detect problems for which actions of early intervention and/or remediation can be taken. These standards apply to all students whether they are eligible for Title IV funding or not. The Satisfactory Academic Policy complies with the requirements of the federal and state regulatory guidelines and the accrediting commission.

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The following criteria are used to determine whether or not a student is making Satisfactory Academic Progress. These standards monitor whether a student meets the minimum quantitative and qualitative components. A student must be able to:

> • Maintain a minimum cumulative grade point average (CGPA)
> • Achieve the minimum incremental completion rate (ICR) and
> • Complete the program within a maximum allowable time frame (MTF)

Failure to complete courses successfully for any reason will negatively affect Satisfactory Academic Progress. Failing courses or withdrawing from courses could result in extending the length of educational program, the loss of financial aid and/or dismissal   It is important to understand how these situations will impact SAP at your next evaluation points. In order for a student to graduate, the minimum requirements are a CGPA of 2.0 and completion of all required coursework without attempting more than 150% of the credits/hours in the program.
The college determines that a student is maintaining satisfactory academic progress if the student meets or exceeds the quantitative and qualitative standards outlined below, based on the cumulative number of semester credit hours attempted.

A minimum of a "D-" is required to pass the course. Documentation will be housed in the student's academic file. Although, this is the minimum passing grade. Students will need to meet

the **Satisfactory Academic Progress** requirements.

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 • 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	*Topic 5: NASAA Model Rules/Statements of Policy* • Define the NASAA model rules and statements of policy

	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, Revised July 2017 klp, Revised August 2018 klp

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	
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Organization- Effective, Persuasive (15 points)	Connects sentences and paragraphs logically to convey ideas	Connects sentences/paragraphs logically on an inconsistent basis, but main ideas are	Does not connect sentences/paragraphs logically – ideas are unclear	

	clearly	discernible		
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____

Career Readiness Assessment "CRA" ❑Midterm   ❑Final

Student Name: _____ Course ID: _____ Instructor: _____

	Total Points	Excellent (16-20 points)	Good (11-15 points)	Fair (6-10 points)	Poor (0-5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class. Attends at least 90% of the class.	The student arrives on time fot the course and stays for the duration of the course. Attends at least 80% of the class.	The student arrives late or does not stay for the duration of the class. Attends at least 70% of the class.	The student generally arrives late for the course, or stays for fewer than 60% of the class.
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.
Professionalism		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

Generic Writing Rubric

	Excellent: 5	Above Average: 4	Average: 3	Fair: 2	Poor: 1	**Automatic Failure:** (A check in this	Score:

					column will result in an automatic failure of the project.)	
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/ Clock Hours: 3/45**
Course Delivery Mode: Residential

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. (Lec/Lab/Ext/Total) (45/0/0/45).

Student Learning Outcomes

Upon completion of this course, students will be able to:
- Recognize human relations are the key to personal growth and career success
- Demonstrate to build high self-esteem, develop a positive attitude, and motivate yourself and others
- Discover to create positive energy in the workplace, achieve emotional balance, and develop a professional presence
- Illustrate to work and communicate effectively with others, within teams, and resolve conflict with others
- Relate to and manage work related stress and employ techniques to reduce stress
- Predict to set goals, develop a plan for making positive changes in your life, and live a healthier lifestyle

Required Course Texts & Course Materials

Reece, Barry L., Brandt, Rhonda, Howie, Karen F.; *Effective Human Relations*, 13th ed. Ohio: South-Western, Cengage Learning. 2017, 2014. Print. (ISBN: 9781305576162)

Supplemental educational learning materials may include and are not limited to

"Articles on-line from Pro-Quest 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.

Calculation of a Semester Credit Hour

All coursework at Elmira Business Institute is measured in semester credit hours. Credits and partial credits are

always rounded down.
- One Semester Credit Hour is equivalent to fifteen (15) clock (contact) hours of Lecture.
- One Semester Credit Hour is equivalent to thirty (30) clock (contact) hours of Laboratory training.
- One Semester Credit Hour is equivalent to forty-five (45) clock (contact) hours of Externship.

Definition of a Contact Hour
One contact hour is defined as 50 minutes within a 60-minute period of instructional activities (lecture, lab, clinical, and externship). The student is assumed to devote appropriate time to preparation and study outside the classroom.

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, dis-rupts, 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) and Library.

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 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.

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.

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A minimum of a "D-" is required to pass the course. Documentation will be housed in the student's academic file. Although, this is the minimum passing grade. Students will need to meet the **Satisfactory Academic Progress** requirements.

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, Revised July 2017 klp, Revised August 2018 klp

General Information about Composing a 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____

Career Readiness Assessment "CRA" ❑Midterm   ❑Final

Student Name: _____   **Course ID:** _____   **Instructor:** _____

	Total Points	Excellent (16-20 points)	Good (11-15 points)	Fair (6-10 points)	Poor (0-5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class. Attends at least 90% of the class.	The student arrives on time fot the course and stays for the duration of the course. Attends at least 80% of the class.	The student arrives late or does not stay for the duration of the class. Attends at least 70% of the class.	The student generally arrives late for the course, or stays for fewer than 60% of the class.
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.
Professionalism		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

Elmira Business Institute
Student Syllabus: Staffing and Recruiting (BUS255)

Prerequisites: Human Resources Management (BUS230)   Course Credits/ Clock Hours: 3/45
Course Delivery Mode: Residential

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. (Lec/Lab/Ext/Total) (45/0/0/45).

Student Learning Outcomes

Upon completion of this course, students will be able to:
- Explain 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
- Describe the legal environment for employers in testing, and hiring
- Identify concepts and approaches that align staffing and recruiting systems with business strategy.

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 Pro-Quest 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.

Calculation of a Semester Credit Hour

All coursework at Elmira Business Institute is measured in semester credit hours. Credits and partial credits are always rounded down.

- One Semester Credit Hour is equivalent to fifteen (15) clock (contact) hours of Lecture.
- One Semester Credit Hour is equivalent to thirty (30) clock (contact) hours of Laboratory training.
- One Semester Credit Hour is equivalent to forty-five (45) clock (contact) hours of Externship.

Definition of a Contact Hour

One contact hour is defined as 50 minutes within a 60-minute period of instructional activities (lecture, lab, clinical, and externship). The student is assumed to devote appropriate time to preparation and study outside the classroom.

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) and Library.

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.

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

Private Instruction

Elmira Business Institute promotes student and faculty private instruction. This student service is provided at no charge for students enrolled in a program. Private Instruction is accomplished in the following way:
- Students should contact faculty members for scheduling private instruction.
- Mandatory private instruction scheduled by an Administrator when necessary.

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. Elmira Business Institute maintains a library of hundreds of volumes of reference materials and manuals for the students' use. This facility is used both for independent reading and for study. The Institution also provides its students with access to an e-library containing over 80,000 volumes and reference materials. The e-library is available to the students 24-7 by remote access. Available for students' use is a wide range of resource materials that include encyclopedias, unabridged dictionaries, almanacs, atlases, and many volumes directly related to subjects studied at Elmira Business Institute. Books for general reading are also included. The library is available to students during normal school hours.

STANDARDS OF SATISFACTORY ACADEMIC PROGRESS

The Satisfactory Academic Progress Policy ensures that all Elmira Business Institute students enrolled in a diploma and degree programs are maintaining satisfactory progress towards a successful completion of their academic programs. The criteria and standards contained in the policy are set to recognize academic achievements or to detect problems for which actions of early intervention and/or remediation can be taken. These standards apply to all students whether they are eligible for Title IV funding or not. The Satisfactory Academic Policy complies with the requirements of the federal and state regulatory guidelines and the accrediting commission.

Satisfactory Progress Standards are designed to assess academic progress for classes taken a Elmira Business Institute only and requires a both quantitative measurements and qualitative measurements. Students must maintain satisfactory progress toward the completion of their program.

The following criteria are used to determine whether or not a student is making Satisfactory Academic Progress. These standards monitor whether a student meets the minimum quantitative and qualitative components. A student must be able to:

> • Maintain a minimum cumulative grade point average (CGPA)
> • Achieve the minimum incremental completion rate (ICR) and
> • Complete the program within a maximum allowable time frame (MTF)

Failure to complete courses successfully for any reason will negatively affect Satisfactory Academic Progress. Failing courses or withdrawing from courses could result in extending the length of educational program, the loss of financial aid and/or dismissal   It is important to understand how these situations will impact SAP at your next evaluation points. In order for a student to graduate, the minimum requirements are a CGPA of 2.0 and completion of all required coursework without attempting more than 150% of the credits/hours in the program.
The college determines that a student is maintaining satisfactory academic progress if the student meets or exceeds the quantitative and qualitative standards outlined below, based on the cumulative number of semester credit hours attempted.

A minimum of a "D-" is required to pass the course. Documentation will be housed in the student's academic file. Although, this is the minimum passing grade. Students will need to meet the **Satisfactory Academic Progress** requirements.

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, Revised July 2017 klp,

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

Career Readiness Assessment "CRA" ❑Midterm   ❑Final

Student Name: _____   **Course ID:** _____   **Instructor:** _____

	Total Points	Excellent (16-20 points)	Good (11-15 points)	Fair (6-10 points)	Poor (0-5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class. Attends at least 90% of the class.	The student arrives on time fot the course and stays for the duration of the course. Attends at least 80% of the class.	The student arrives late or does not stay for the duration of the class. Attends at least 70% of the class.	The student generally arrives late for the course, or stays for fewer than 60% of the class.
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.
Professionalism		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

Elmira Business Institute
Student Syllabus: Employment Law (BUS260)

Prerequisites: **Course Credits/ Clock Hours: 3/45**
Course Delivery Mode: Residential

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. (Lec/Lab/Ext/Total) (45/0/0/45).

Student Learning Outcomes

Upon completion of this course, students will be able to:
- Examine employee and employer relationship
- Identify employment regulations relating to a union environment and a potential union environment
- Demonstrate legal requirements to employment conditions
- Demonstrate legal requirements to the regulation of worker benefits
- Identify employment regulations for civil liberties and equal employment in workplace situations
- Utilize workplace privacy laws
- Analyze current issues of employment law in the workplace

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 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.

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Definition of a Contact Hour
One contact hour is defined as 50 minutes within a 60-minute period of instructional activities (lecture, lab, clinical, and externship). The student is assumed to devote appropriate time to preparation and study outside the classroom.

Evaluation

Assessment Type	% of Grade
Attendance/Professionalism	10%
Examinations	35%
Homework	25%
Career Portfolio Project	15%
Case Studies	15%
Total	100%

Grading Scheme

Numerical Average	Letter Grade	Quality Points
95-100	A	4.0
90-94	A-	3.7
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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
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65	D-	0.7
0-64	F	0.0
Withdraw/Failing	W/F	0.0
Withdraw	W	----
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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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- Students should contact faculty members for scheduling private instruction.
- Mandatory private instruction scheduled by an Administrator when necessary.

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. Elmira Business Institute maintains a library of hundreds of volumes of reference materials and manuals for the students' use. This facility is used both for independent reading and for study. The Institution also provides its students with access to an e-library containing over 80,000 volumes and reference materials. The e-library is available to the students 24-7 by remote access. Available for students' use is a wide range of resource materials that include encyclopedias, unabridged dictionaries, almanacs, atlases, and many volumes directly related to subjects studied at Elmira Business Institute. Books for general reading are also included. The library is available to students during normal school hours.

STANDARDS OF SATISFACTORY ACADEMIC PROGRESS

The Satisfactory Academic Progress Policy ensures that all Elmira Business Institute students enrolled in a diploma and degree programs are maintaining satisfactory progress towards a successful completion of their academic programs. The criteria and standards contained in the policy are set to recognize academic achievements or to detect problems for which actions of early intervention and/or remediation can be taken. These standards apply to all students whether they are eligible for Title IV funding or not. The Satisfactory Academic Policy complies with the requirements of the federal and state regulatory guidelines and the accrediting commission.

Satisfactory Progress Standards are designed to assess academic progress for classes taken a Elmira Business Institute only and requires a both quantitative measurements and qualitative measurements. Students must maintain satisfactory progress toward the completion of their program.

The following criteria are used to determine whether or not a student is making Satisfactory Academic Progress. These standards monitor whether a student meets the minimum quantitative and qualitative components. A student must be able to:

- Maintain a minimum cumulative grade point average (CGPA)
- Achieve the minimum incremental completion rate (ICR) and

• Complete the program within a maximum allowable time frame (MTF)

Failure to complete courses successfully for any reason will negatively affect Satisfactory Academic Progress. Failing courses or withdrawing from courses could result in extending the length of educational program, the loss of financial aid and/or dismissal   It is important to understand how these situations will impact SAP at your next evaluation points. In order for a student to graduate, the minimum requirements are a CGPA of 2.0 and completion of all required coursework without attempting more than 150% of the credits/hours in the program.
The college determines that a student is maintaining satisfactory academic progress if the student meets or exceeds the quantitative and qualitative standards outlined below, based on the cumulative number of semester credit hours attempted.

A minimum of a "D-" is required to pass the course. Documentation will be housed in the student's academic file. Although, this is the minimum passing grade. Students will need to meet the **Satisfactory Academic Progress** requirements.

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, Revised July 2017 klp Revised August 2018 klp

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:

Career Readiness Assessment "CRA"   ❑Midterm   ❑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 Name: _____   Course ID: _____   Instructor: _____

Elmira Business Institute
Student Syllabus: Fundamentals of Selling (BUS265)

Prerequisites: None   **Course Credits/ Clock Hours: 3/45**
Course Delivery Mode: Residential

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. (Lec/Lab/Ext/Total) (45/0/0/45).

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

Required Course Texts & Course Materials

Futrell, Charles. *Fundamentals of Selling.* 13th ed. New York: McGraw-Hill Higher Education. 2014. Print. (ISBN: 9780077861018)

Supplemental educational learning materials may include and are not limited to

"Articles on-line from Pro-Quest 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 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 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, dis-rupts, 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) and Library.

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 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.

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

Private Instruction
Elmira Business Institute promotes student and faculty private instruction. This student service is provided at no charge for students enrolled in a program. Private Instruction is accomplished in the following way:
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- Mandatory private instruction scheduled by an Administrator when necessary.

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- Achieve the minimum incremental completion rate (ICR) and
- Complete the program within a maximum allowable time frame (MTF)

Failure to complete courses successfully for any reason will negatively affect Satisfactory Academic Progress. Failing courses or withdrawing from courses could result in extending the length of educational program, the loss of financial aid and/or dismissal   It is important to understand how these situations will impact SAP at your next evaluation points. In order for a student to graduate, the minimum requirements are a CGPA of 2.0 and completion of all required coursework without attempting more than 150% of the credits/hours in the program.

The college determines that a student is maintaining satisfactory academic progress if the student meets or exceeds the quantitative and qualitative standards outlined below, based on the cumulative number of semester credit hours attempted.

A minimum of a "D-" is required to pass the course. Documentation will be housed in the student's academic file. Although, this is the minimum passing grade. Students will need to meet the **Satisfactory Academic Progress** requirements.

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, Revised July 2017 klp, Revised August 2018 klp

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____

Career Readiness Assessment "CRA" ❑Midterm ❑Final

Student Name: _____ Course ID: _____ Instructor: _____

	Total Points	Excellent (16-20 points)	Good (11-15 points)	Fair (6-10 points)	Poor (0-5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class. Attends at least 90% of the class.	The student arrives on time fot the course and stays for the duration of the course. Attends at least 80% of the class.	The student arrives late or does not stay for the duration of the class. Attends at least 70% of the class.	The student generally arrives late for the course, or stays for fewer than 60% of the class.
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.
Professionalism		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

Elmira Business Institute
Student Syllabus: Compensations and Benefits (BUS270)

Prerequisites: Human Resources Management (BUS230)   Course Credits/ Clock Hours: 3/45
Course Delivery Mode: Residential

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. (Lec/Lab/Ext/Total) (45/0/0/45).

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.
- Explain 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.
- Differentiate between 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.
- Describe the types of life insurance and disability insurance sponsored by employers.
- Demonstrate 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.
- Identify the methods to manage the employee benefits systems, communicating the programs, outsourcing, and issues for the future of employee benefits.
- Distinguish the differences of global employee benefits and the legal and regulatory influences on employee benefits practices.

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 Pro-Quest 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.

Calculation of a Semester Credit Hour

All coursework at Elmira Business Institute is measured in semester credit hours. Credits and partial credits are always rounded down.
* One Semester Credit Hour is equivalent to fifteen (15) clock (contact) hours of Lecture.
* One Semester Credit Hour is equivalent to thirty (30) clock (contact) hours of Laboratory training.
* One Semester Credit Hour is equivalent to forty-five (45) clock (contact) hours of Externship.

Definition of a Contact Hour

One contact hour is defined as 50 minutes within a 60-minute period of instructional activities (lecture, lab, clinical, and externship). The student is assumed to devote appropriate time to preparation and study outside the classroom.

Evaluation

Assessment Type	% of Grade
Attendance/Professionalism	10%
Case Studies	15%
Homework	20%
Career Portfolio Project	20%
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) and Library.

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.

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

Private Instruction
Elmira Business Institute promotes student and faculty private instruction. This student service is provided at no charge for students enrolled in a program. Private Instruction is accomplished in the following way:
- Students should contact faculty members for scheduling private instruction.
- Mandatory private instruction scheduled by an Administrator when necessary.

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. Elmira Business Institute maintains a library of hundreds of volumes of reference materials and manuals for the students' use. This facility is used both for independent reading and for study. The Institution also provides its students with access to an e-library containing over 80,000 volumes and reference materials. The e-library is available to the students 24-7 by remote access. Available for students' use is a wide range of resource materials that include encyclopedias, unabridged dictionaries, almanacs, atlases, and many volumes directly related to subjects studied at Elmira Business Institute. Books for general reading are also included. The library is available to students during normal school hours.

STANDARDS OF SATISFACTORY ACADEMIC PROGRESS

The Satisfactory Academic Progress Policy ensures that all Elmira Business Institute students enrolled in a diploma and degree programs are maintaining satisfactory progress towards a successful completion of their academic programs. The criteria and standards contained in the policy are set to recognize academic achievements or to detect problems for which actions of early intervention and/or remediation can be taken. These standards apply to all students whether they are eligible for Title IV funding or not. The Satisfactory Academic Policy complies with the requirements of the federal and state regulatory guidelines and the accrediting commission.

Satisfactory Progress Standards are designed to assess academic progress for classes taken a

Elmira Business Institute only and requires a both quantitative measurements and qualitative measurements. Students must maintain satisfactory progress toward the completion of their program.

The following criteria are used to determine whether or not a student is making Satisfactory Academic Progress. These standards monitor whether a student meets the minimum quantitative and qualitative components. A student must be able to:

  • Maintain a minimum cumulative grade point average (CGPA)
  • Achieve the minimum incremental completion rate (ICR) and
  • Complete the program within a maximum allowable time frame (MTF)

Failure to complete courses successfully for any reason will negatively affect Satisfactory Academic Progress. Failing courses or withdrawing from courses could result in extending the length of educational program, the loss of financial aid and/or dismissal   It is important to understand how these situations will impact SAP at your next evaluation points. In order for a student to graduate, the minimum requirements are a CGPA of 2.0 and completion of all required coursework without attempting more than 150% of the credits/hours in the program.
The college determines that a student is maintaining satisfactory academic progress if the student meets or exceeds the quantitative and qualitative standards outlined below, based on the cumulative number of semester credit hours attempted.

A minimum of a "D-" is required to pass the course. Documentation will be housed in the student's academic file. Although, this is the minimum passing grade. Students will need to meet the **Satisfactory Academic Progress** requirements.

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, Revised July 2017 klp, Revised August 2018 klp

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.
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Alternate Rubric for Evaluating Case Analysis
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	Above average	Average	Below average	Points
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The use of http://www.plagiarismchecker.com/ was used on this assignment: Yes____No____

Career Readiness Assessment "CRA" ❑Midterm   ❑Final

Student Name: _____   **Course ID:** _____   **Instructor:** _____

	Total Points	Excellent (16-20 points)	Good (11-15 points)	Fair (6-10 points)	Poor (0-5 points)
Attendance		The student arrives on time for the course, and stays for the duration of the class. Attends at least 90% of the class.	The student arrives on time fot the course and stays for the duration of the course. Attends at least 80% of the class.	The student arrives late or does not stay for the duration of the class. Attends at least 70% of the class.	The student generally arrives late for the course, or stays for fewer than 60% of the class.
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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.
Professionalism		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