

Application for a New Course

Course ID <i>Subject and Number</i>	BUSA 550
Date APPROVED	
Date DENIED	

I. Systems and Catalog Information Complete each item.

1	Course Developer	Ryan Jessup
2	Course Teacher	Ryan Jessup
3	Course Title	Foundations of Analytics
4	Course Abbreviation (if title is over 30 characters)	N/A
5	College	College of Business Administration
6	School/Department	Management Sciences
7	Number of Credit Hours	3.0
8	Is the course Fixed Credit or Variable Credit?	Fixed
9	Is the course repeatable?	No
10	Maximum number of times course may be repeated	May be retaken one time to improve low grade.
11	Maximum number of hours credit	3.0
12	Explanation for variable credit	
13a	Course contact hours - LEC	
13b	Course contact hours - Lab	

13c	Course contact hours - Practicum	
13d	Course contact hours - Seminar	
13e	Course contact hours - Studio	
13f	Course contact hours - Online	3.0
13g	Course contact hours - Colloquium	
13h	Course contact hours – Field Experience	
13j	Course contact hours - Internship	
13k	Course contact hours - Research	
13m	Course contact hours - Workshop	
13n	Course contact hours – Other (specify)	
14	Instructor Workload	
15	Grade Mode (check all appropriate):	☒ Standard ☐ Credit/No Credit (undergrad only)
16	Maximum Enrollment	
17	Catalog Description (50 words or less)	An introduction to the field of analytics, with emphasis on the application of statistical concepts, procedures and tools to add value to organizations. Topics include data and information acquisition, analysis, and application; data visualization and reporting; technological and organizational practices to support evidence-informed decision making; and ethical issues.
18	List any prerequisites (course/s, test scores, class standing, major, etc.)	None

19	List any co-requisites	None
20	If the course is cross listed, specify the Course ID(s) MUST have signature in Section V off all Department Chairs	N/A
21	Does this course have any special student costs? Yes/No <i>Attach a <u>completed</u> "Request to Add or Change Course Fees" form. Describe in section IV-F.</i>	No
22	How often will it be offered? Fall	As needed
23a	How often will it be offered? Spring	As needed
23b	How often will it be offered? Summer	As needed
23c	How often will it be offered? Fall	As needed
24	Frequency?	
25	First semester this course will be offered <i>New courses may not be taught under their approved course ID until they appear in the catalog.</i>	Spring 2016
26	List course/s that should be deleted, include the last semester for course/s being deleted <i>A course cannot be deleted when it is a requirement in a degree plan in any department.</i>	N/A
27	Is this course required for a degree/s? Yes/No <i>If "Yes," attach a revised</i>	Yes

	<i>degree plan(s) reflecting the placement of the new course.</i>	
28	Has this course been offered as a Special Topics course? Yes/No <i>If "Yes," specify the Course ID and enrollment for each term it was taught.</i>	No (May be taught in Spring 1 as a special topics for the first time)
29	List any courses in which content overlaps the proposed course. (Course ID and Name) <i>Attach statement from instructor/dept chair of existing course justifying the new offering in Section IV-D.</i>	There are other graduate statistics courses, but few are taught online and none are focused on analytics.

II. Curriculum

1	Degree Plan Explanation of how this course affects degree requirements.	This course is required for the MBA degree plan.
2	Justification State the justification for adding this course to the current curriculum. Represent the need	This is a new course in the MBA program.

III. Course Design

1. Audience and Course Goal

1	Describe the intended audience, including prerequisite skills.	Graduate students in the MBA program
2	State the overarching course goal(s) in performance terms.	As outcomes of the course, each student should be able to: 1. Interpret and transform data to inform and improve decision making within an organization. 2. Explain ethical issues involving the treatment, analysis, and dissemination of data. 3. Identify best practices related to organizational policies and

		practices for getting value from data. 4. Produce a clear, yet concise, data heavy report that addresses a relevant organizational issue. 5. Use relevant analytical and visualization tools to analyze, understand, and interpret data to make decisions across a wide array of topics.
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2. Competencies and Measurements

Assignment	Course Competency	MBA Program SLOs
Problem Sets	5. Use relevant analytical and visualization tools to analyze, understand, and interpret data to make decisions across a wide array of topics.	SLO 3.1: Students will utilize organizational practices and tools to collect, analyze, interpret, and use data to make decisions across a wide array of topics. SLO 3.2: Students will report findings clearly and with appropriate recognition of the findings' limitations.
Projects	1. Interpret and transform data to inform and improve decision making within an organization. 2. Explain ethical issues involving the treatment, analysis, and dissemination of data. 3. Identify best practices related to organizational policies and practices for getting value from data. 4. Produce a clear, yet concise, data heavy report that addresses a relevant organizational issue. 5. Use relevant analytical and visualization tools to analyze, understand, and interpret data to make decisions across a wide array of topics.	SLO 3.1: Students will utilize organizational practices and tools to collect, analyze, interpret, and use data to make decisions across a wide array of topics. SLO 3.2: Students will report findings clearly and with appropriate recognition of the findings' limitations.

3. Text and Resources

1. Give the full publication information of the textbook/s and other required resources and outside readings.

Books

Albright, S.C. & Winston, W.L. (2015). *Business analytics: Data analysis & decision making*, (5th Ed.). Cengage Learning: Stamford, CT. (ISBN: 978-1133629603)

Also, select ONE of the following books to read in this course:

- Siegel, E. (2013). *Predictive analytics*. Wiley: Hoboken, NJ. (ISBN: 978-1118356852)
- Davenport, T.H., & Harris, J.G. (2007). *Competing on analytics: The new science of winning*. Harvard Business Review Press: Boston, MA. (ISBN: 978-1422103326)
- Davenport, T.H. (2014). *Big data at work*. Harvard Business Review Press: Boston, MA. (ISBN: 978-1422168165)

Articles

[Data is the New Middle Manager \(WSJ\)](#)

[Chances Are](#)

[What's Up With Big Data Ethics?](#)

[How Target Figured Out A Teen Girl Was Pregnant Before Her Father Did](#)

[Ethics For Big Data and Analytics](#)

[Hadoop and Big Data Storage: The Challenge of Overcoming the Science Project](#)

[Lift Chart \(Analysis Services - Data Mining\)](#)

[Lift Charts](#)

[Understanding the Lift Chart](#)

[Don't Blink: The Hazards of Confidence](#)

[In basketball, physics predicts how big a lead your team needs to win](#)

2. For combined undergraduate/graduate courses, make two lists:

- a. full publication information; label Undergraduate.
- b. full publication information; label Graduate. Indicate number of pages required.

IV. Supporting Documentation

Supporting documents must accompany proposal prior to preliminary approval by chair and dean.

1	Library — Submit new course application and syllabus to the Director of the Library. Consult with the director and establish a deadline for completion of the library report. Attach the signed copy of the library director's report.
2	Instructional Design — The application and syllabus must be reviewed by the Adams Center. Attach a copy of the Adams Center Review Letter.
3	Degree Plan — The impact of the course must be reviewed by the Director of Curriculum. Attach degree plan signed by the Director of Curriculum.
4	Content Overlap — Include one document for each course you listed in Section I-I.

		Attach statement from instructor/dept chair of existing course justifying the new offering.
	5	School/Departmental Resources — List the resources that support the course and are available only through the department, if applicable. Attach the list of the holdings and the location/s.
	6	Resources — List resources (other than library or departmental resources) that are needed to support this course (computers, lab equipment, other technology, etc.). Attach a complete list of all items and indicate possible sources or estimated cost of each. List the sources of any needed funds.
	7	Expenses — List additional expenses needed to implement this course (full-time or part-time faculty, graduate or lab assistants, student employees, travel, special student costs, room renovation, storage facility, etc.). Attach a complete list of all items, the estimated cost of each and the source of the funds.
	8	Justification — Attach all documents referred to in Section II-2
	9	Syllabus — Attach the syllabus for the course based upon the anticipated first-semester offering.
	10	Provide documentation for all additional attachments here

V. Preliminary Approvals

All supporting documentation has been assembled and attached to this application. I believe this course is ready to be presented to appropriate councils. We have a plan to fund this new course.

Primary Program/School

MBA Program Director

Date

Assistant Dean of the School

Date

Cross-listing Department *Add more lines if multiple departments are cross-listing*

Mgmt Sci Dept. Chair

Date

COBA Assoc Dean

Date

VI. Approvals *Place all approvals on one page.*

A. Course ID: BUSA 550

Course Title: Analytics

1. Program Curriculum Committee and/or College Academic Council Review & Recommend: (for all courses)

Note: Insert additional lines for College Academic Council action for each college involved in cross-listed courses.

Recommend ____ Do not recommend ____

MBA Program Director Date

Recommend ____ Do not recommend ____

COBA Academic Council Date

Recommend ____ Do not recommend ____

CGPS Academic Council Date

2. Academic Council Action:

Recommend ____ Do not recommend ____

Dean Date

3. Vice President of Academic Affairs Action: (for all courses)

Approved ____ Denied ____

Vice President of Academic Affairs Date

Attach notes, comments, or conditions from appropriate councils:

ABILENE CHRISTIAN UNIVERSITY
COLLEGE OF BUSINESS ADMINISTRATION
Term and Year (3 credit hours)
BUSA 550 Foundations of Analytics



Lead Teacher: Name 1
Facilitator(s): Name 2
Name 3

Email: @acu.edu
Email @acu.edu

Mission

Abilene Christian University (ACU)

The mission of Abilene Christian University is to educate students for Christian service and leadership throughout the world. This mission is achieved through:

- Exemplary teaching, offered by a faculty of Christian scholars, that inspires a commitment to learning;
- Significant research, grounded in the university's disciplines of study, that informs issues of importance to the academy, church, and society;
- Meaningful service to society, the academic disciplines, the university, and the church, expressed in various ways, by all segments of the Abilene Christian University community.

ACU College of Business Administration (COBA)

The mission of ACU's College of Business Administration is to glorify God by creating a distinctively Christian environment in which excellent teaching, combined with scholarship, promotes the intellectual, personal, and spiritual growth of business students, and educates them for Christian service and leadership throughout the world.

ACU Master of Business Administration (MBA)

The mission of the Master of Business Administration is to prepare business professionals for administrative roles that call on them to demonstrate ethical management and decision-making skills informed by principles of Christian vocation. This is accomplished through equipping business leaders to:

1. Practice effective leadership of themselves, their teams, their organizations, and their external constituents;
2. Lead organizational innovation efforts through effective integration of strategy with appropriate organizational processes and technologies;
3. Engage in data-informed decision-making; and
4. Make ethical decisions informed by values and goals that are consistent with relevant laws and Christian principles.

Course Overview

Course Description and Prerequisites

An introduction to the field of analytics, with emphasis on the application of statistical concepts, procedures and tools to add value to organizations. Topics include data and information acquisition, analysis, and application; data visualization and reporting; technological and organizational practices to support evidence-informed decision making; and ethical issues. (Required course for all MBA students. Assumes knowledge of basic statistics.)

Integration of Christian Faith & Ethics

Numbers, data, and statistics are ever present in today's fast-paced business environment. From the boardroom to the manufacturing line to the human resources office to the advertising agency to the annual report, business men and women are constantly bombarded with quantitative information of assorted quality, and they must be able to rapidly and authoritatively respond with appropriate decisions based on their ability to distinguish facts from fiction. Unfortunately, as often highlighted by the media, there are also countless ways and opportunities in

business to distort numbers and statistics to make them appear more or less favorable than they really are. The focus of this course is to provide the student with the skills necessary to discern the quality of quantitative information, to make appropriate and ethical choices and decisions based on such knowledge, and to act faithfully and responsibly on behalf of the organizations they serve.

Course Competencies

As outcomes of the course, each student should be able to:

1. Interpret and transform data to inform and improve decision making within an organization.
2. Explain ethical issues involving the treatment, analysis, and dissemination of data.
3. Identify best practices related to organizational policies and practices for getting value from data.
4. Produce a clear, yet concise, data heavy report that addresses a relevant organizational issue.
5. Use relevant analytical and visualization tools to analyze, understand, and interpret data to make decisions across a wide array of topics.

Required Textbooks & Course Materials

Albright, S.C. & Winston, W.L. (2015). *Business analytics: Data analysis & decision making*, (5th Ed.). Cengage Learning: Stamford, CT. (ISBN: 978-1133629603)

Also, select ONE of the following books to read in this course:

- Siegel, E. (2013). *Predictive analytics*. Wiley: Hoboken, NJ. (ISBN: 978-1118356852)
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- Davenport, T.H. (2014). *Big data at work*. Harvard Business Review Press: Boston, MA. (ISBN: 978-1422168165)

Required Software

- Microsoft Excel 2007 or later
- DecisionTools Suite Add-in
 - This is available as a free download if you purchase a new copy of the required course textbook, *Business Analytics: Data Analysis & Decision Making, 5th Ed.*
 - If you do not purchase a new copy of the textbook, the software can be purchased [here](#).
- SolverTable Add-In
 - Free download available [here](#).

Assignments and Grading

Assignments (100 points possible; see Canvas for more detailed descriptions)

1. Problem Sets

Week 1 Problem Set	6 points
Week 2 Problem Set	6 points
Week 3 Problem Set	6 points
Week 4 Problem Set	6 points
Week 5 Problem Set	6 points
Week 6 Problem Set	6 points
Week 7 Problem Set	6 points

2. Projects

Projects: Statistical Report Writing	7 points
Projects: Supplemental Book Analysis	12 points
Projects: Draft of Organizational Data Analysis	5 points
Projects: Organizational Data Analysis	20 points

3. Discussion Questions

1-3 discussion questions per week, 1 point possible per discussion question	14 points
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Alignment of Assignments with Course Competencies and Program Student Learning Outcomes

Assignment	Course Competency	MBA Program SLOs
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Projects	1. Interpret and transform data to inform and improve decision making within an organization. 2. Explain ethical issues involving the treatment, analysis, and dissemination of data. 3. Identify best practices related to organizational policies and practices for getting value from data. 4. Produce a clear, yet concise, data heavy report that addresses a relevant organizational issue. 5. Use relevant analytical and visualization tools to analyze, understand, and interpret data to make decisions across a wide array of topics.	SLO 3.1: Students will utilize organizational practices and tools to collect, analyze, interpret, and use data to make decisions across a wide array of topics. SLO 3.2: Students will report findings clearly and with appropriate recognition of the findings' limitations.

Grades

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

General Writing Expectations

(Adapted from Dr. Cole Bennett, Director of the ACU Writing Center, used with permission)

- **An excellent paper (A)** will adhere carefully to the prompt; be on-topic with the appropriate scope, length, and formatting; match the rhetorical task of the assignment; and be virtually flawlessly edited.
- **A good paper (B)** will approach the *excellent paper* guidelines, but may have too limited a scope or fall short of editing, logical sequencing, elaboration of ideas, or well-suited research.
- **An adequate paper (C)** is a readable attempt toward answering the prompt, but lacks sufficient development.
- **Sub-standard papers (D and F)** fall short of acceptable business and professional standards. At the professor's discretion, the student may be given the opportunity to revise and resubmit for half credit.

Statement on Rules of Engagement for Peer Consultation on Assignments

For the Problem Set assignments, it is acceptable to work with one other person. However, the work you turn in should be your own. Furthermore, you are expected to attempt every problem by yourself, without aid from someone else. It is not acceptable to divvy up the assignment questions among you or to let your partner do all of the work for you on any problem.

Academic Policies

Faculty Roles [For courses taught by a lead teacher and facilitator – delete section if only one professor]

A lead teacher and a facilitator will guide you through this course. Each is available to you by email and, if necessary, by phone. The facilitator addresses your day-to-day needs within the course and is your primary contact person. The lead teacher is assigned to multiple sections of the course and works in a supervisory role. Please direct all questions and issues to your facilitator; however, you may contact your lead teacher if a situation arises in which you have not gotten a response from the facilitator within 48 hours.

Engaged Learning in an Online Format

This online course invites students into a community of engaged learners. The course consists of seven weekly modules, with a new module beginning each Tuesday morning in the Canvas LMS (Learning Management System). We expect students to log in to the course frequently (at least 5 days per week), master the course material, whether written or in other digital media formats, and to engage the professor and fellow students through the Canvas medium. Weekly individual assignments will allow students to demonstrate mastery over the course outcome and competencies. Weekly readings and discussion boards will allow students to do what advanced practitioners do: Question the material, reflect on application, note areas of interest, respectfully challenge each other, and discover connections to other readings.

Initial posts on discussion questions are due no later than 11:59 pm Central time on the stated due date. Appropriate posts are concise, focused, substantive, well-reasoned, and cite readings that support arguments or opinions. Unless stated otherwise, each student must respond to the posts of at least two other students within 48 hours of the initial post deadline.

Assignment Due Dates

Please refer to the Canvas LMS for specific assignment and reading due dates. All deadlines are set for 11:59pm Central time and will occur on Tuesday, Thursday, Saturday or Monday. Any submission received after 8:00am Central time of the day following the deadline will incur an automatic 30% deduction; any submission not received within 1 week of the deadline will receive a zero. Required follow-up to a discussion question is due within 48 hours of the initial post deadline. If you are having difficulty completing an assignment on time, please consult with your course facilitator immediately.

Incomplete Policy

ACU Online policy states that all required work for an online course must be completed within the time framework established by that particular course's assignment calendar. Neither the facilitator nor the lead teacher is allowed to enter a grade of "Incomplete" for any student.

No grade of Incomplete will be given as a final course grade. A student will receive the grade earned at the conclusion of the course. In extreme circumstances, the student may request additional time to complete course assignments from the lead teacher. This request must be submitted in writing during the course term. The request must include the circumstances that have led to the necessity of the requested extension, along with a detailed plan of action which outlines how each assignment will be completed and proposes a date of completion. This request must be received by the lead teacher before the final day of class. In the rare situation that the request is approved, a submission date will be set by the lead teacher. At the agreed time, the submitted assignments will be graded, and if appropriate, the course grade will be changed.

Adults with Disabilities

Abilene Christian University is dedicated to removing barriers and opening access for students with disabilities in compliance with ADA and Section 504 of the Rehabilitation Act. The Alpha Scholars Program facilitates disability accommodations in cooperation with instructors. In order to receive accommodations, you must be registered with Alpha Scholars Program, and you must complete a specific request for each class in which you need accommodations. If you have a documented disability and wish to discuss academic accommodations, please call our office directly at (325) 674-2667 or email our compliance coordinator, Scott Self, at jss00c@acu.edu.

Questionable Materials

Occasionally, Abilene Christian University course designers and professors will include readings or audio-visual materials in courses that some individuals might deem offensive or questionable. The selection of activities, readings, and media are thoughtfully and prayerfully made. The decision to include such materials is made after careful consideration of several questions:

- Does the material simulate or portray actual life experience that enhances the learning potential of this course?
- Does the material deliver the information or experience in a manner that does not overly exaggerate or exploit the portrayal?
- Are there other, less objectionable, materials that could be employed to provide an equal or superior learning experience?

When such questionable materials are employed, every effort is made to prepare students for exposure to the materials and to provide an appropriate advisory statement.

COBA Honor Code

In joining ACU's College of Business Administration, students, faculty, and staff covenant to abide by the following ethical principles:

- **Competence** – To lead and serve well requires competence. And to become competent requires diligence and hard work. We owe it to all who have prepared the way and who will follow in our footsteps, to be good stewards of opportunities and resources. Thus, in all you do: set priorities, seek excellence and professionalism in your work, satisfy requirements, and take responsibility for your learning and performance. You cannot build competence if you lie, cheat, steal, or tolerate those who do.
- **Character** – A reputation of good character is built slowly through testing, yet can be destroyed in an instant by compromise or careless work, just as it can through injustice. Guard your character; it is worth more than a grade or promotion. "A good name is more desirable than great riches; to be esteemed is better than silver or gold" (Proverbs 22:1). You cannot build character if you lie, cheat, steal, or tolerate those who do.
- **Community** – A spirit of fellowship and mutual encouragement holds each community member accountable. Accountability leads to a healthy community through adequate preparations for the tasks at hand, respectful truthfulness in all situations, and adding value to the tasks at hand. As a community, we

must hold each other accountable to the principles of competence, character, and community. You cannot build community if you lie, cheat, steal, or tolerate those who do.

ACU's Academic Integrity Policy

Violations of academic integrity and other forms of cheating, as defined in Abilene Christian University's [Academic Integrity Policy](#), involve the intention to deceive or mislead or misrepresent, and therefore are a form of lying and represent actions contrary to the behavioral norms that flow from the nature of God. Violations will be addressed as described in the policy. While the university enforces the policy, the most powerful motive for integrity and truthfulness comes from one's desire to imitate God's nature in our lives. Every member of the faculty, staff and student body is responsible for protecting the integrity of learning, scholarship and research. The full policy is available for review at the link above.

1. **Plagiarism** – Plagiarism is defined as use of intellectual material produced by another person without acknowledging its source. For example:
 - Wholesale copying of passages from works of others into an assignment, paper, discussion
 - posting, thesis or dissertation without acknowledgment.
 - Using the views, opinions, or insights of another without acknowledgment.
 - Paraphrasing another person's characteristic or original phraseology, metaphor, or other
 - literary device without acknowledgment.

Faculty members monitor student work for evidence of plagiarism.

2. **Lying** – Inventing data or sources or making false attributions about the origin of material or offering a deceptive reason for an absence or delay in the completion of academic work.
3. **Cheating** – Facilitating or participating in any process that circumvents the intent of any exam, test, quiz, paper, or assignment.

Any dishonest act observed or reported will be investigated and if proven, be reported in administrative offices and records, and may be subject to any or all of the following outcomes based on severity:

1. A zero for the assigned work
2. A failing grade for the course
3. Dismissal from the university

Reading and Assignment Schedule

[Note: This section will only be included for course application purposes. All of this information will be presented in the Canvas LMS.]

Reading Schedule by Module

1. *Business Analytics* text, Ch. 4-5
Articles:
[Data is the New Middle Manager \(WSJ\)](#)
2. *Business Analytics* text, Ch. 7-8
Articles:
[Chances Are](#)
[What's Up With Big Data Ethics?](#)
[How Target Figured Out A Teen Girl Was Pregnant Before Her Father Did](#)
[Ethics For Big Data and Analytics](#)
3. *Business Analytics* text, Ch. 9
Complete the supplemental book by the end of Week 3.
4. *Business Analytics* text, Ch. 10-11

5. *Business Analytics* text Bonus Online Material, Ch. 19, Appendix A
6. *Business Analytics* text, Ch. 13, 17: pp. 657-717; 947-983
 Articles:
[Hadoop and Big Data Storage: The Challenge of Overcoming the Science Project](#)
[Lift Chart \(Analysis Services - Data Mining\)](#)
[Lift Charts](#)
[Understanding the Lift Chart](#)
7. *Business Analytics* text, Ch. 12
 Articles:
[Don't Blink: The Hazards of Confidence](#)
[In basketball, physics predicts how big a lead your team needs to win](#)

Assignment Schedule and Deadlines

Week	Assignment	Points
1	Week 1 Problem Set	6
2	Week 2 Problem Set	6
3	Week 3 Problem Set	6
4	Week 4 Problem Set	6
4	Projects: Supplemental Book Analysis	12
5	Projects: Draft of Organizational Data Analysis	5
5	Week 5 Problem Set	6
5	Projects: Statistical Report Writing	7
6	Week 6 Problem Set	6
7	Week 7 Problem Set	6
7	Projects: Organizational Data Analysis	20
All	Discussion Questions	14
	Total Points	100

Adams Center - Syllabus Checklist v7.3

Course ID BUSA 550 Developer Dr. Ryan Jessup

NOTE: It is not necessary to submit this checklist with New Course Applications. It is provided to assist the course developer in ensuring that all essential syllabus elements are addressed. The checklist is used by the Adams Center in syllabus review.

About the University " ACU Mission Statement " College Mission Statement " Department Mission Statement About the Course " Title " Course number and Section credit hours " Semester and Year " Meeting time and Place About the Teacher " Name and title or rank " Office location " Phone number(s) " Email addresses " Office hours / Contact expectations About the Students " Characteristics of the students for whom the course is intended " Prerequisites / Corequisites – include skill sets if necessary. Course Content " Catalog description (exact) " Course Synopsis " Outline " Main topics Teaching/Learning Methods and Format of Class Sessions " Description of the types of activities students should expect in the course Texts, Readings, and Supplements	Audience and Course Goal " State the overarching course goal(s) in performance terms. Competencies " Specific competencies stated in measurable terms - o Appropriate learning level based upon Bloom or Krathwohl's taxonomy " Measurement Instrument - State which assignments or instruments will be used to assess the competencies. Grading Criteria " Weight or point value of all graded elements " Grading scale with expectations for letter grade Course Policies " Clear statement of expectations concerning penalties for non-compliance regarding: - o Attendance and Tardiness - o Participation - o Late assignment policy - o Late exam policy " Special needs (ADA) " Academic integrity " Extra credit opportunities (optional) Course Calendar " Exam dates " Assignments " Due dates and other deadlines " Schedule of readings and topics " Statement to reserve right to modify the calendar as necessary
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“ Required and Optional materials Statement Concerning Christian Perspective “ Teaching philosophy “ Policy regarding questionable materials “ Scripture related to course content “ Faith / Learning resource	
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Writing Course Competencies

	Competency	Measurement Instrument
	<i>Instructions:</i> Competencies should be observable and measurable, and stated in terms of student performance. In some cases it might be valuable to complete the sentence “Students will be able to. . .” If the competencies are primarily cognitive, consider using Bloom’s Taxonomy to evaluate whether the competencies are at an appropriate level for the course. In the more rare instances where affective or psychomotor competencies are used, give careful attention to measurement techniques.	<i>Instructions:</i> Detail the instrument that will be used to gather the measurement. Examples might include: written papers, quizzes, tests, verbal presentations, video, audio, portfolio artifacts, demonstrations, performances, etc. This column should indicate where you will look for evidence of the type of student work that you expect. <i>Note that this is distinct from the Measurement Standard which provides some detail about what constitutes valid and acceptable student performance.</i>
Ex. 1	Defend dietary goals in light of current research.	Weekly Reading Journal, Research Paper
Ex. 2	Examine personal values, attitudes and expectations to enhance self-awareness for greater effectiveness as a social work professional. . .	Field Instructor Evaluation
Ex	Integrate terminology from literary history into writing	Research Paper

ACU Syllabus Checklist

Revised on July 15, 2014 based on ACU New Course Application v10.5.

Course Title and Number

BUSA 550 Foundations c

Reviewer

Berlin Fang



Developer

About the course

- ☒ Course number and title
- ☒ Credit hours
- ☐ Semester and year
- ☐ Meeting time and place
- ☐ Prerequisites/co-requisites

About the instructor(s)

- ☐ Name and title or rank
- ☐ Office location
- ☐ Contact information
- ☐ Office hours/contact expectations

Mission statements

- ☒ ACU mission statement
- ☒ College mission statement
- ☒ Department mission statement
- ☐ Personal mission statement (optional)

Unique Christian Perspective

- ☒ Description of how learning and Christian faith are integrated in the course

Course Content

- ☒ Catalog description

☐ Intended audience

☒ Outline of topics

Teaching/Learning Methods and Format of Class Sessions

☒ Description of the types of activities students should expect in the course

Materials

☒ Required and optional materials, including textbooks, etc.

Learning Objectives/Competencies

☒ Specific competencies stated in measurable terms

☒ Assignments or instruments that will be used to assess the competencies.

Assessment/Grading Criteria

☒ Complete and accurate details of factors and elements that will comprise the final grade

☒ Weight or point value of all graded elements

☒ Grading scale with clear expectations for grades

☐ Extra credit opportunities (optional)

University Policies

☒ Special needs policy -ADA

☒ Academic integrity policy (recommended)

☐ Title IX policy (recommended)

Course Policies

Expectations and consequences regarding:

☒ Participation

☒ Attendance and tardiness

☐ Course specific academic integrity policy (optional)

Calendar

(Note: Calendar is not required for Course Application, but it must be included in all syllabi distributed to students.)

☐ Exam dates

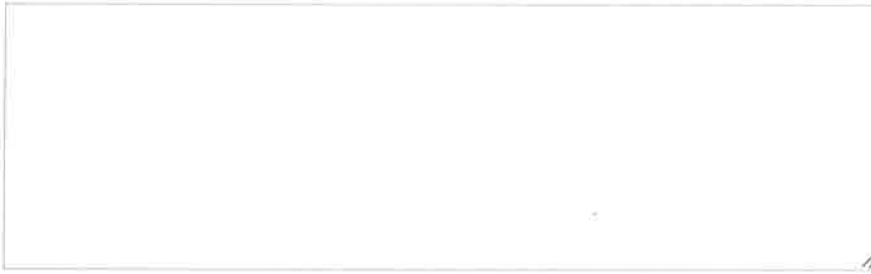
☒ Assignments

☒ Due dates and other deadlines (and late assignment/exam policy)

☒ Schedule of readings and topics

☒ Statement to reserve the right to modify the calendar as necessary

Any comments?



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November 9, 2015

Dr. Brad Crisp
Mabee Business Building Rm 241
ACU Box 29353
Abilene, TX 79699
(325)674-2077
cbc06d@acu.edu

Dr. Crisp,

Thank you for the submission of BUSA 550 Foundations of Analytics for review. Based on ACU new course application guidelines, I think the syllabus meets university syllabus requirements except that you might want to consider adding a few components to the syllabus, including:

- information for instructor, semester, meeting time and place when they become available,
- information about course prerequisites, which is missing in the section titled "course description and prerequisites", and
- intended audience for the course.

I am also attaching a checklist for your reference. I would greatly appreciate it if you could consider these suggestions. There is no need to bring it back to the Adams Center for further review.

This letter is not meant to be a final approval in the course application process. It is intended as a reference for the council members, who may have questions or comments of their own. If there is anything else we can do to help you, please feel free to let me know.

Sincerely yours,

A handwritten signature in cursive script, appearing to read "Martin Fang".

Director of Instructional Design
Adams Center for Teaching and Learning, Abilene Christian University

ABILENE CHRISTIAN UNIVERSITY LIBRARY

MEMORANDUM

DATE: November 5, 2015
TO: Dr. Brad Crisp
CC: Dr. Ryan Jessup
FROM: Dr. Mark McCallon, Associate Dean for Library Information Services
RE: New Course Proposal - BUSA 530 Foundations of Analytics

Thank you for giving us the opportunity to review the course proposal and syllabus. With the current funding model in place for Library resources as agreed to by ACU Dallas, the Library can support the proposed course. Please contact your librarian liaison Mark McCallon (mccallonm@acu.edu) if you need any additional information regarding library resources for the proposed course.