



Business PreAccreditation Eligibility Application

(Please provide four [4] sets of all requested application information and materials. If additional space is necessary to answer any question, please continue the response on a separate piece of paper.)

Name of Institution University of Missouri - Rolla			
Name of Business Academic Unit School of Management and Information Systems			
Name of Accounting Academic Unit (if applicable)			
Mailing Address 1870 Miner Circle			Campus Box or Mail Code 101 Fulton Hall
City Rolla	State/Province/Region Missouri	Postal Code 65409	Country U.S.A.
Telephone Number (include country/city code or area code) 573-341-7216	Fax Number (include country/city code or area code) 573-341-4812	E-Mail Address smis@umr.edu	
Name/Title of Business Academic Unit Head Dr. Arlan DeKock, Dean		Name/Title of Accounting Academic Unit Head	
Name/Title of Provost/Academic Vice President Dr. Y.T. Shah, Provost		Name/Title of Chief Executive Officer/President/Chancellor Dr. John F. Carney III, Chancellor	

The Institution holds AACSB International Membership (Membership is a prerequisite to submission of the Business PreAccreditation Eligibility Application. A membership application is available at <http://www.aacsb.edu/members/joining.asp>.)

The Institution is applying for: (check one)
<input checked="" type="checkbox"/> Business Accreditation
<input type="checkbox"/> Business and Accounting Accreditation <i>*Additional documentation required</i>
<input type="checkbox"/> Accounting Accreditation only <i>**Prerequisite: AACSB International Business Accreditation</i>

- * **Complete and submit** *Accounting Eligibility Application*, along with this application. Please note that all undergraduate, master's, and doctoral degree programs in accounting are included in the business administration accreditation. The additional and extended accounting accreditation is at the option of the applicant.
- ** **Complete and submit** *Accounting Eligibility Application* INSTEAD of this application. Prerequisite: The institution must already have AACSB International business accreditation.

Staff Use Only:

_____ Date Received _____ Complete _____ Date of Review
 _____ REV 4/27/05

1. **Year institution was founded: 1871 Year business academic unit was founded: 2001**
2. **Provide the mission statement for the business academic unit below. File a copy of the business unit strategic plan with this document.**

Capitalizing on the strong technological emphasis of UMR, the School of Management and Information Systems educates professionals for leadership roles in modern business organizations. The School emphasizes management through technology with particular focus on information systems and their application in a fast-changing, competitive global environment.

Through innovative instruction and advanced research, the School serves the economic interests of industry and the evolving needs of society. The School is dedicated to lifelong learning and to providing distance education opportunities utilizing advanced learning technologies.

3. **In no more than two pages, describe the educational system within your country or state and the environment in which you offer degree programs. For example, describe your institution's relationship with any governmental bodies (i.e. ministry of education, board of regents, system of institutions, etc) and/or relationships with non-governmental entities related to the governance and oversight of your institution and the business academic unit. Also, describe the nature of the institution's governing body as it relates to the establishment or review of basic operating policies that govern the institution.**

The University of Missouri is a constitutionally established unit of the State of Missouri: "The general assembly shall adequately maintain a state university and such other educational institutions as it may deem necessary." (The Missouri Constitution of 1945, article IX, SS 9a, 9b.) The Constitution also establishes a Board of Curators. "The government of the state universities shall be vested in a board of curators consisting of nine members appointed by the governor by and with the advice and consent of the senate." The Curators are given a wide range of power by statute, as summarized in the Collected Rules and Regulations of the University of Missouri.

The University of Missouri-Rolla is one of four campuses which comprise the University of Missouri system. The other campuses are located in Columbia, Kansas City, and St. Louis. The Board of Curators employs the UM system administration, which consists of the President of the University of Missouri, five vice-presidents, and various other administrative staff members. This group is responsible for implementing Board policy.

The State of Missouri also established a Coordinating Board for Higher Education (CBHE) in 1974 to serve as a clearing house for budget development and program coordination for all of Missouri's public higher education. The Coordinating Board has statutory authority to approve degree programs at all public institutions within the State of Missouri.

The Board of Curators is not subordinate to the CBHE but works with it to establish coordinated legislative requests for funding of higher education and to maintain a comprehensive program of higher education for citizens of the state. The CBHE works with the president and the Board of Curators to coordinate budget requests for all state colleges and universities.

The University of Missouri System Administration plays a dominant role in budget presentations to state government -- the major source of revenue (40% in FY 98) for the campus. Budget proposals are prepared on local campuses but are required to pass through two consolidation processes--one at the system level, where one budget for the four UM campuses and the UM system administration is generated, and one at the state level, where one budget for all of public higher education is generated by the Coordinating Board.

The governor submits a proposed state budget, including a higher education budget, to the legislature. Finally, the legislature passes a proposed budget and submits it to the governor, who has line-item veto authority.

Once financial resources are allocated to the campus by the President, as approved by the Board of Curators, the UM system delegates significant administrative responsibility and authority to the local campus, which permits the campus to focus its total resource package on its own priorities for carrying out its mission and purposes.

There is a clear understanding by the Board of Curators of UMR's role within the University of Missouri. In fact, the long range planning process initiated by the Board has served to focus and strengthen UMR's mission and to make UMR unique among institutions in the State. Certainly, this approach has enhanced UMR's ability to carry out its mission and purposes.

Each of the four University of Missouri campuses has a chancellor who serves as the chief executive and academic officer for the campus. At UMR, three vice-chancellors (Student Affairs, Administrative Services, and Advancement) and the provost report directly to the chancellor. Four academic deans (Arts and Sciences; Engineering; Materials, Energy, and Earth Resources; and Management and Information Systems) report directly to the provost. Each academic department is in one of the four schools and is administered by a chair. All academic and most nonacademic units report through either a dean or a vice chancellor.

4. Indicate the national or regional governing body that authorizes the institution to grant its degrees and operate as an institution of higher education.

Higher Learning Commission of the North Central Association for Colleges and Schools

5. Indicate the accreditation(s) or other independent institutional reviews that support an assessment of the overall high quality for the programs offered by the institution.

North Central Association of Colleges and Schools - 1913

Accreditation Board for Engineering and Technology - 1979 (Engineering)

Computing Education Commission of the Accreditation Board for Engineering and Technology (Computer Science)

6. Describe the administrative connection of the business academic unit to the larger institution (if applicable).

The University of Missouri--Rolla campus is headed by a chancellor who governs with the support of his cabinet. The Provost is responsible for the academic affairs of the University. He works through a team of four academic deans and several support vice-provosts. Each dean runs one of the four schools of the University. Within each school, department chairs have responsibility for their own departments, including hiring, promotion, budget, curriculum, and other academic issues, subject to approval by the Provost.

The School of Management and Information Systems, headed by a dean, is made up of three departments each headed by a department chair: Business Administration, Economics and Finance, and Information Science and Technology. The School also has two supporting associate deans.

The University is planning a major reorganization that will eliminate deans and schools. The reorganization will take place in the next year or so. At that point in time, the departments will stand on their own and the department chairs will report directly to the Provost. Business Administration will become an independent department beginning around fall 2007.

7. Briefly describe the continuous improvement processes or methods the business academic unit uses to ensure that its educational programs continually achieve overall high quality.

The faculty of each department function as a committee of the whole because of our small size. Each department reviews and revises its curriculum, schedules, and procedures on a yearly basis. The associate dean or dean of the School as a whole approves the changes suggested by a department. Curriculum changes are then submitted to the UMR Curricula Committee, the Academic Council, and/or the Graduate Council for further approvals, depending on the type of change.

A school curriculum committee, that will later morph into a business cluster curriculum committee after the reorganization, is proposed to handle the common core curriculum shared by majors in all three departments. This committee will be made up of representatives from each department.

8. Indicate the following (see *Eligibility Procedures and Standards for Business Accreditation, January 1, 2005, Eligibility Procedures A, B, and C*):

- a. Enrollment (number of students for the current term)

Degree Programs	Institution			Business Academic Unit		
	Full-Time	Part-Time	TOTAL	Full-Time	Part-Time	TOTAL
Undergraduate	3858	407	4265	213	17	230
Master's	456	441	897	20	15	35
Doctoral	296	59	355			
Other (please specify)	2	19	21			

Total	4612	926	5538	233	32	265
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- b. Number of participating faculty assigned and budgeted for the business academic unit: 21
- c. Please define the criteria that are used to classify participating faculty members in terms of teaching, research, intellectual contributions and service responsibilities/expectations.

Participating faculty are those who are involved in teaching, research and the governance of the School in terms of serving on faculty committees and helping determine the department and School strategic plans. Participating faculty would be committed to the Department, School, and University above any other employer. A joint appointment with a department in another school would also be considered a participating faculty member as these faculty members participate in faculty meetings along with teaching and research. They would normally be employed full time by the University.

- d. Faculty composition: (Faculty members should be included only once, reflecting their highest degree earned):

- 1) Number of participating faculty who have earned Ph.D. or equivalent: 20
- 2) Number of participating faculty who have earned Master's or equivalent: 1
- 3) Number of participating faculty who have earned Bachelor's or equivalent: 0

- e. Number of supporting faculty assigned and budgeted for the business academic unit: 10

- f. Please define the criteria that are used to classify supporting faculty members in terms of teaching, research, intellectual contributions, and service responsibilities/expectations.

Supporting faculty are those who are primarily just involved in one of the three faculty responsibilities, usually teaching. These faculty members are usually called adjunct faculty and may be working for another organization or be retired; they work for the University half time or less. Supporting faculty members are not required to attend faculty meetings or serve on committees. Their opinions are solicited as input to many strategic decisions, but they normally do not take part in making those decisions.

- g. Faculty composition: (Faculty members should be included only once, reflecting their highest degree earned):

- 1) Number of supporting faculty who have earned Ph.D. or equivalent: 4
- 2) Number of supporting faculty who have earned Master's or equivalent: 0
- 3) Number of supporting faculty who have earned Bachelor's or equivalent: 6

- h. Complete Table I (available at <http://www.aacsb.edu/accreditation/process/process-toc.asp>)

9. Current annual educational budget (in US dollars) for the institution \$94,470,028 and the business academic unit \$2,976,137. (See *Eligibility Procedures and Standards for Business Accreditation, January 1, 2005, Eligibility Procedures B*).

10. Percent of credits, units or instruction taught by participating faculty for each degree program in the business academic unit (see *Eligibility Procedures and Standards for Business Accreditation, January 1, 2005, Eligibility Procedures B*)

Undergraduate % 79 Master % 100 Doctoral % NA

(If programs are not based on academic credits, please describe this information in relevant terms.)

NA

11. Describe the criteria used to classify faculty as academically qualified in support of the business academic unit's mission. Please differentiate between initial qualifications and continuing contributions to maintain academic qualifications. If graduate programs are offered, what criteria determine the assignment of academically qualified faculty members to teach at the graduate level (see *Eligibility Procedures and Standards for Business Accreditation, January 1, 2005, Standard 10*)

Initial academic qualification is judged based upon the person having the highest degree available appropriate for the teaching discipline. Continuing academic qualification requires intellectual contributions in the teaching area of at least three refereed journal articles in five years, as further defined under # 14 below.

At the graduate level, faculty should be members of the graduate faculty of the University.

"1. The candidate shall hold the highest degree ordinarily awarded in his or her field. Exceptions can be made on the recommendation of the membership Committee of the Graduate faculty or upon two-thirds vote of the members present and voting at a regular meeting or a special meeting called for that purpose.

2. He or she shall hold a position of Assistant Professor, Associate Professor, or Professor at the University of Missouri--Rolla.

3. He or she shall have shown evidence of activity in research or in creative or scholarly work beyond that comprised in earning his or her own higher degree. Such evidence may consist of:

a. Appropriate publications in refereed journals, or proceedings of technical or research conferences where the participants have been selected by a program committee.

b. An active research program which has either received support on the basis of a research proposal judged by competent scholars, or which the Membership Committee of the Graduate Faculty, after careful consideration, evaluates to be of high quality. (If the program has been active for several years, it must have resulted in publications to be admissible as evidence.)

c. Teaching and development of new courses at the graduate level, which may include the authorship of textbooks."

Beyond the requirement of membership in the graduate faculty of the University, the School of Management and Information Systems requires that the individual be academically or professionally qualified according to the rules of the department.

12. Describe the criteria used to classify faculty as professionally qualified. Please differentiate between initial qualifications and continuing contributions to maintain professional qualifications. If graduate programs are offered and professionally qualified faculty members teach at this level, what criteria determine the assignment to graduate-level teaching? (See *Eligibility Procedures and Standards for Business Accreditation, January 1, 2005, Standard 10*).

Professional qualifications are initially judged on an individual basis, focusing on professional experience directly related to the courses to be taught that is significant in duration (5 years or longer) and significant in responsibility. Judgement of the latter depends on the focus of the courses to be taught. Technical experience would be considered appropriate for teaching a technical course such as web site design. Managerial experience would be required for a management course.

The same criteria are used on the graduate level.

Continued professional qualification would require either continuing work of the same level as above either full time, part time, or of a consulting nature at a significant level in order to be sure that the teacher maintains currency; or the teacher can show currency by meeting the same intellectual contribution standards as academically qualified faculty, three refereed journal articles in five years.

13. Complete Table II and IIA

(available at <http://www.aacsb.edu/accreditation/process/process-toc.asp>)

14. Describe general expectations for faculty intellectual contributions for academically and professionally qualified faculty members.

Intellectual contributions are required for continued academic qualification and are an option for continued professional qualification. The nature and level of intellectual contribution required varies based upon the department.

The Economics and Finance Department requires a combination of three refereed journal publications in a five year period plus other intellectual contributions in the areas in which the individual teaches to maintain qualifications.

The Business Administration Department requires a combination of three refereed journal publications and two additional major contributions which may be refereed journal publications or completed refereed grants in a five year period. This department has set a higher standard because it will offer an MBA program beginning in January 2007.

The Information Sciences and Technology department requires a combination of three refereed publications (journal or selected high-quality proceedings with full paper review) plus other intellectual contributions in a five year period. The inclusion of conference proceedings in the requirements for the IST department are consistent with the department's mission, which emphasizes applied research and recent trends in IT. This department encourages high-quality refereed proceedings because of the high degree of change in its area.

Since journal publications take so long to get published, the contents tend to be out of date by publication. Therefore, the faculty in this department prefer to publish quickly in refereed proceedings so that their research efforts will make a contribution to the field.

The School of Management and Information Systems encourages funded grant projects because of the mission of the University as a technological research university. Faculty are expected to obtain grant funding in order to pay for graduate research assistants and other research needs after the first two years of employment. Great rigor is required by the grant process. Grants usually require the submission of a proposal which is subjected to critical review and is judged competitively with other proposals. Acceptance rates are low. Once the grant is completed (and often during the grant period as well), a report must be submitted to the granting agency. This report is reviewed and kept on file. Public dissemination of the results is required by most granting organizations.

15. Describe methods used, including the role of the participating and supporting faculty, in evaluating the quality of teaching and the development and evaluation of the business academic unit's educational programs (see *Eligibility Procedures and Standards for Business Accreditation, January 1, 2005, Eligibility Procedures B*).

Individual teaching quality is assessed through student evaluations of instruction that are conducted each semester in every class. These evaluations consist of two parts. The first part is a set of multiple choice questions; the answers to these questions are compiled and the results provided to the department chairs for evaluation purposes. The second part is a set of essay questions. The responses to these questions are provided to the faculty member after grades are submitted. The faculty member may share these results with administrators but is not required to do so. These results are designed to help faculty members improve their instruction rather than for administrative assessment.

Educational programs of the academic units are evaluated primarily by the faculty of the department housing the program. The faculty uses student feedback, information from employers, and results of the ETS test and in-house senior exams to evaluate the programs offered. Additional outcome assessments will be planned and created during Spring 2006.

Original program proposals and all changes are approved by the associate dean and/or dean and subsequently by the UMR Curricula Committee and the Academic Council and or Graduate Council, as appropriate. New programs must also be approved by the Board of Curators of the University of Missouri and by the Coordinating Board for Higher Education.

16. List five to six business schools or units in the world, region, country, or area that are considered comparable to the applying business academic unit.

1. Michigan Technological University
2. New Jersey Institute of Technology

3. **Rensselaer Polytechnic Institute**
 4. **Worcester Polytechnic Institute**
 5. **University of Houston--Victoria**
 6. **Clarkson University**
17. **Consistent with your mission and within your cultural context, describe how diversity in your business programs is demonstrated (see *Eligibility Procedures and Standards for Business Accreditation, January 1, 2005, Eligibility Procedures D*).**

At this point in time, the School of Management and Information Systems (SM&IS) does not have its own processes in place to increase diversity; SM&IS follows the procedures used by the University as a whole. Historically, both minority and females have been underrepresented among the student body as compared to the population of the state, partially because of the University's emphasis on engineering.

The University has a number of programs to attract and retain minority students. The Student Diversity Program was established in 2004 to assist in the overall recruitment and retention of African American, Hispanic American, and Native American students. SDP's mission is to identify, enroll, develop, graduate talented under-represented students, and prepare them for corporate and community leadership. The Minority Engineering and Science Program was established in 1974 to assist in the recruitment and retention of students of color in the fields of science and engineering. Other programs to increase diversity among the student population are the Women in Science and Engineering (WISE) program that sponsors outreach, recruitment, and retention efforts from middle school age through undergraduate levels and the Women's Leadership Institute (WLI) for undergraduate students. WISE provides support programs including scholarships, mentoring, professional/technical workshops, advising, and social activities. In addition, the Center for Pre-College Programs partners with K-12 teachers, administrators and other stakeholders to enrich and improve K-12 education for all students, especially in science and technology - to help increase the number and diversity of students who are prepared and motivated to enter college to successfully pursue degree programs.

Demonstrated Results: Diversity has been a problem both in gender and race at this predominantly engineering university that draws primarily from the state of Missouri (70%). The University has seen an increase in minority enrollment from 8.1% in 2000 to 9.7% in 2005 of the total student body. Unfortunately, female enrollment fell during the same period from 22.7% to 21.8% of the total student body.

One of the goals for creating the School of Management and Information Systems (SM&IS) and adding the Business and Management Systems and Information Science and Technology degree programs was to increase diversity within the University of Missouri--Rolla. A comparison of minority representation in SM&IS as compared to the University as a whole demonstrates that this goal is being met. The University had 23% female, 5% black, 10% minority, and 2% non-resident international undergraduate students in 2004. SM&IS had 32.8% female, 13.1% black, 18.6% minority, and 5.6% international students in 2005, significantly higher in all categories.

18. Describe the established expectations of the institution or the business programs of the institution for ethical behavior by administrators, faculty, and students (see *Eligibility Procedures and Standards for Business Accreditation, January 1, 2005, Eligibility Procedures E*).

At this point in time, SM&IS does not have its own established expectations for ethical behavior; it follows the standards set by the University as a whole.

All constituents are guided by the UMR values:

"Respect: We value the contributions and diversity of others, holding them in high esteem, and are open to new ideas.

Accountability: We are willing to take an ethical responsibility for our own personal, professional, and academic pursuits.

Honesty: Academic honesty is essential for the intellectual life of the University. Faculty have a special obligation to expect high standards of academic honesty in all student work. Students have a special obligation to adhere to such standards.

Entrepreneurial Spirit: We desire to lead in the pursuit and creation of new ideas and knowledge, civic responsibility, and a willingness to serve society.

Success: We strive for personal, professional, and academic achievement."

Ethical guidelines for faculty and staff are contained in the University of Missouri's Collected Rules and Regulations (<http://www.umsystem.edu/ums/departments/gc/rules/personnel/330/>), the UMR Faculty Handbook (<http://campus.umar.edu/provost/handbook.html>), and in the Human Resources Handbook of UMR. The University of Missouri Staff Handbook, that applies to all employees, includes the following:

"Positive Work & Learning Environment

The University of Missouri is committed to providing a positive work and learning environment where all individuals are treated fairly and with respect, regardless of their status. Intimidation and harassment have no place in a University community. To honor the dignity and inherent worth of every individual student, employee, or applicant for employment or admission is a goal to which every member of the University community should aspire and to which officials of the University should direct attention and resources. ([HR 119](#))

Conflict of Interest

University employees shall faithfully discharge their duties and shall refrain from knowingly engaging in any outside matters of financial interest incompatible with the impartial, objective and effective performance of their duties. Employees shall not realize personal gain in any form, which would influence improperly the conduct of their University duties. Employees shall not knowingly use University property, funds, position or power for personal or political gain. Employees shall inform their supervisor in writing of reasonably foreseen potential conflicts.

Conduct by an employee that violates the University's policies, regulations or rules pertaining to conflict of interest may lead to disciplinary action. ([HR 507](#))

Sexual Harassment

The University of Missouri, in accord with providing a positive discrimination-free environment, mandates that sexual harassment in the workplace or the educational environment is unacceptable conduct. Sexual harassment is subject to discipline, up to and including separation from the institution.

Sexual harassment is defined as: unwelcome sexual advances or request for sexual activity by a University employee in a position of power or authority to an employee or a member of the

student body, or other unwelcome verbal or physical conduct of a sexual nature by a University employee or a member of the student body to an employee or a member of the student body, when: submission to or rejection of such conduct is used explicitly or implicitly as a condition for academic or employment decisions, or the purpose or effect of such conduct is to interfere unreasonably with the work or academic performance of the person being harassed, or the purpose or effect of such conduct to a reasonable person is to create an intimidating, hostile or offensive environment.

The University prohibits retaliation against any person who brings an accusation of discrimination or sexual harassment, or who assists with the investigation or resolution of sexual harassment. The University may discipline an employee or student who has been determined to bring an accusation of sexual harassment in bad faith. ([HR 510](#))

Violence in the Workplace

The University of Missouri strives to provide a safe and secure work environment for all employees. Toward this end, intimidation, threats and acts of violence, with or without the presence of a weapon, will not be tolerated. Individuals found to engage in behavior in violation of this policy will be subject to discipline up to and including termination.

Employees who are the victims of violence, believe they may be the recipients of violence, or who have knowledge of potential violence against others, are encouraged to promptly notify an appropriate administrator, University Police and/or Human Resources. ([HR 517](#))"

Faculty responsibilities are presented at <http://campus.UMR.edu/provost/respons.html>. Under research, these responsibilities include the following:

"The necessity for the maintenance of high ethical standards is self-evident. Misconduct and dishonesty violate the sanctity of truth and must be prevented.

Research dishonesty refers to any conduct that is intended to mislead or communicate falsely research data or results, or which communicates such data or results in reckless disregard of their false or misleading character. Illustrations of research dishonesty include, but are not limited to, the following:

- a. Deliberately false or misleading statements or publications concerning research data or results.*
- b. Intentional or reckless distortion or misinterpretation of research data or results.*
- c. Use of research methods which the researcher knows to be unreliable or highly likely to produce unreliable results, unless appropriately explained in publications and reports of the research.*
- d. Release of research data or scholarly efforts of other persons, and representing them as one's own or failing to give appropriate credit to their source.*

Ethical guidelines for students are contained in the UMR Student Handbook and in the UMR Student Academic Regulations. All are available in print and on line. Student guidelines include coverage of academic honesty, forgery of documents, physical abuse, theft, disruption, and possession of alcoholic beverages or controlled substances.

"A student enrolling in the University assumes an obligation to behave in a manner compatible with the University's function as an educational institution. Conduct for which students are subject to sanctions falls into the following categories:

- *Academic dishonesty, such as cheating, plagiarism or sabotage [definitions follow]. The Board of Curators recognizes that academic honesty is essential for the intellectual life of the University. Faculty members have a special obligation to expect high standards of academic honesty in all student work. Students have a special obligation to adhere to such standards.*
- *Forgery, alteration, or misuse of University documents, records or identification, or knowingly furnishing false information to the University.*
- *Obstruction or disruption of teaching, research, administration, conduct proceedings, or other University activities, including its public service functions on or off campus.*
- *Physical Abuse or other conduct which threatens or endangers the health or safety of any person.*
- *Attempted or actual theft of, damage to, or possession without permission of property of the University or of a member of the University community or of a campus visitor.*
- *Unauthorized possession, duplication or use of keys to any University facilities or unauthorized entry to or use of University facilities.*
- *Violation of University Policies, rules or regulations. . .*
- *Manufacture, use, possession, sale or distribution of alcoholic beverages or any controlled substance without proper prescription or required license or as expressly permitted by law or University regulations.*
- *Disruptive or disorderly conduct or lewd, indecent, or obscene conduct or expression.*
- *Failure to comply with directions of University officials acting in the performance of their duties.*
- *Illegal or unauthorized possession of firearms, explosives, other weapons, or dangerous chemicals.*
- *Actual or attempted theft or other abuse of computer time. . ."*

"The following Student Expectations, Rights, and Responsibilities Statement is provided to educate students, faculty and staff on expectations of behavior while engaged in this development. . .

Expectations

- *Members of the campus community should subscribe to certain ideals and strive for the level of achievement and virtue as defined by the following:*
- *Practice of personal and academic integrity. . .*
- *Respect the rights and property of others. . .*
- *Respect the dignity of all people and learn from the differences in people, ideas, and opinions.*
- *..*
- *Demonstrate concern for others and their feelings, for conditions which support their work and development, and discouragement of behaviors which threaten the freedom and respect of UMR community members. . .*

Responsibilities

- *Responsibility to maintain the standards of academic performance established for each course in which one is enrolled.*
- *Responsibility to know and obey local, state and federal laws and face penalties as prescribed by civil authorities if one violates these laws.*
- *Responsibility to know that the University disciplinary process is separate from the legal process.*

- *Responsibility to share information one may have regarding other students who violate University policy."*

These standards of conduct and expectations, rights and responsibilities are read and discussed at the student convocation each fall semester.

These sets of guidelines come with a described disciplinary system and grievance procedures.

19. List all business degree programs at all levels and in all locations offered through the business academic unit and non-business academic unit (see *Eligibility Procedures and Standards for Business Accreditation, January 1, 2005, Eligibility Procedures C and F*).

Please include a complete list of all business degree programs offered through the institution even if you intend to seek exclusion for particular programs based on the criteria listed below. Failure to report all business degree programs on this application may result in a delay of the accreditation review process. If your institution intends to seek exclusion of a particular degree program, the business academic unit must complete and submit a “Request for Program Exclusion” to the PreAccreditation Committee Chair. A copy of the exclusion request form is found below.

Degree Programs	Location	Level: Bachelor's Master's Doctoral	Date program was established	# of courses required for degree completion	Program Length (# of academic terms)	Length of each academic term (# of weeks)	# of instructional hours for each course	# students graduated in		
								2002	2003	2004
Business and Management Systems	SM&IS	BS	2001	40	8	17	3	22	35	28
Business and Management Systems	SM&IS	MBA	2007	12	3	18/10/17	3	0	0	0
Information Science and Technology	SM&IS	BS	2001	40	8	17	3	0	0	7
Information Science and Technology	SM&IS	MS	2001	10	2	17	3	0	3	6
Economics	SM&IS	BA/BS	1969	40	8	17	3	14	17	12
Engineering Management	School of Engineering	BS	1973	43	8	17	3	46	54	70
Engineering Management	School of Engineering	MS	1967	10	2	17	3	126	146	118
Engineering Management	School of Engineering	PhD	1984	30	6	17	3	4	7	7

20. For the business degree programs, please identify the learning goals and outcomes assessment strategies being used to improve student learning and curriculum development.

We are developing our learning goals and outcomes assessment strategies during the spring 2006 semester. We currently use the ETS exam and an in-house graduation exam for Information Sciences and Technology as our assessment tools. These will be evaluated as we create our goals. Here are our curriculum goals.

Goal 1

Equip students with quantitative/qualitative analysis, team work, leadership, communication, entrepreneurship, and state-of-the-art technology skills to better meet the needs of organizations

Objective 1.1

Ensure the goal continues to meet the needs of organizations

Tactic 1.1.1

Review the goal with 5 key recruiters each year

Objective 1.2

Evaluate learning outcomes

Tactic 1.2.1

Faculty committee to identify the courses that attempt to meet each of the characteristics

Tactic 1.2.2

Assessment techniques

Goal 2

Continuously evaluate and improve our curricula based on changing market needs and feedback from the stakeholders.

Objective 2.1

Review all programs over a five year period with the appropriate business organizations

Tactic 2.1.1

Major programs with advisory board – one per year

Tact 2.1.2

ERP emphasis area with the user groups

Tactic 2.1.3

HCI emphasis area with the user groups

Our preliminary outcomes are:

1. Effective communicators
2. Legal/ethical awareness
3. Critical thinkers
4. Effective decision makers/problem solvers
5. Able to integrate across disciplines
6. Teamwork skills.
7. Technology savvy.
8. Entrepreneurial experience/skills
9. Diversity awareness.
10. International/global orientation.
11. Professional conduct (including ethical conduct).

Eligibility Procedure C: DEFINING THE SCOPE OF ACCREDITATION

The accreditation unit is the institution. The accreditation process presumes the inclusion of all degree programs delivered by the institution that permit 25 percent or more of the teaching for undergraduate programs or 50 percent or more of teaching for graduate programs to be in traditional business subjects.¹ The institution may make a request to the AACSB Accreditation Coordinating Committee (ACC) to exclude certain degree programs. The determination of inclusion or exclusion of a program in the accreditation review will be made well in advance of the on-site visit of the accreditation review.

The ACC will determine whether a program will be excluded based on the following dimensions:

1. **Participation/Independence.** The level of participation of included business programs in the development, delivery, and oversight of the program. If the business programs included in the accreditation review provide 25 percent or more of an undergraduate program or 50 percent or more of a graduate program, the degree program will be presumed to be a business program, and it will be included in the review. The institution may request the exclusion of a program exceeding those presumptive indicator limits, but the burden of persuasion falls to the reviewed institution.
2. **Branding/Distinctiveness.** The ability of students, faculty, and recruiters to clearly distinguish the program from programs included in the accreditation review. For example, degree programs must be included in the review if they are business programs announced or advertised in catalogs, brochures, Web sites, or other materials in conjunction with programs that are included. Likewise, all degree programs whose published materials describe them along with the included programs will be in the review. That is, to be excludable, degree programs must not be presented along with the included programs either in the institution's materials, or in materials from the program for which exclusion is requested.

To be excludable, programs must be clearly distinguishable from the included programs by title, by published descriptions, and in representations to potential students, faculty, and employers. The intent is to allow exclusion of programs that are separate from the included programs, but to avoid exclusion of programs when such exclusion would create confusion about which programs of the institution have achieved accreditation.

¹ For the purpose of determining inclusion in AACSB accreditation, the following will be considered "traditional business subjects": Accounting, Business Law, Decision Sciences, Finance (including Insurance, Real Estate, and Banking), Human Resources, Management, Management Information Systems, Management Science, Marketing, Operations Management, Organizational Behavior, Organizational Development, Strategic Management, Supply Chain Management (including Transportation and Logistics), and Technology Management.

3. **Control/Autonomy.** The level of administrative control the faculty and administration of included programs have over the program in such areas as program design; faculty hiring, development, and promotion; student selection and services; curriculum design; and awarding of degrees. When the leadership of included programs controls (or influences) these features of a program, the program will be included.

Examples of programs that may be considered for exclusion by the ACC are:

1. Degree programs subject to accreditation by other (non-business) accreditation societies.
2. Specialized degree programs (e.g., hotel and restaurant management, engineering management, health management, agribusiness, public administration). The institution may request that such programs be considered for exclusion whether they are administratively housed along with, or separate from, other business degree programs in the institution.
3. Degree programs offered on a separate campus, clearly distinct from programs offered within the institution, and having little participation and oversight from the included programs.
4. Degree programs delivered by coalitions in which the school participates, but which do not carry the name of the school on the diploma or transcript.

Degree programs of the institution may be excluded from the review if they are not business programs regardless of where the institution places them in the administrative structure. Examples of such programs might include programs in statistics, economics, or other disciplines administered along with included programs. Majors or concentrations within a business degree are not excludable.

The review of the institution's degree programs will include distance degree programs in business administration or management delivered via telecommunications, electronic, or other means. An institution that uses a variety of educational delivery systems at various locations must demonstrate comparable quality of its educational programs for all students. An institution must meet accreditation standards at all the various locations at which the included degree programs are delivered, or in the case of distance learning, standards must be met in all delivery modes. All business programs on the main campus of the institution will be included unless they are clearly designated as specialized degree programs.

The administrative structure within which the programs are offered is at the discretion of the institution. While no particular administrative structure is mandated, the organizational structure and procedures must foster strategic management and continuous improvement.

The definition of the scope of accreditation will explicitly list each of the degree programs included in the review. An institution offering programs in business at multiple degree levels shall submit all such programs for review at the time of initial accreditation. All of those programs, and only those programs, will be considered accredited at the successful completion of a review. The outcome of the accreditation review will be one accreditation decision with regard to the designated set of programs.

Request for Program Exclusion

A separate copy of this form is required for each degree program for which exclusion from the AACSB International accreditation review is requested. Please complete every required section of the form (marked with an *), and as many of the optional sections as apply.

* Name of Institution: University of Missouri--Rolla

* Name and Title of Person Completing Form: Caroline Fisher, Associate Dean

*Full Title and Descriptive Information for Program for which Exclusion is being requested:
Bachelor of Science in Engineering Management; Master of Science in Engineering Management; and Ph.D. in Engineering Management

Bases for exclusion:

To be excluded a program must satisfy the conditions of the first three categories below. Justification from additional categories may assist the Accreditation Coordinating Committee in its review of your request. Provide a brief, clear description of how the program satisfies all of the relevant categories. Descriptions of the category expectations can be found in the *Eligibility Procedures and Standards for Business Accreditation* of AACSB International (pages 4-9).

1. Independence – Degree programs totally developed, delivered, and managed by the faculty of the Engineering Management Department.
2. Distinctiveness – Degree is kept completely distinct by title, publication, description, and representation.
3. Autonomy – Administrative control is totally held by the department of Engineering Management including faculty hiring, development, and promotion; student selection and services; curriculum design; and awarding of degrees.
4. Subject to non-business accreditation – These degrees are accredited by the Accreditation Board for Engineering and Technology.
5. Specialized field – Engineering Management.
6. Separate location –
7. Participate, but not named -

Please provide four (4) sets of the following documentation (written in English):

- Current strategic plan
- Tables I, II, and IIA
- An organizational chart specifying the structure of both the institution (if applicable), as well as the business academic unit
- Current catalogs or other official documents that provide an accurate description of educational programs and degree requirements, including general education components; academic calendar; instructional resources (including classrooms, library, computer facilities and other technological support); and admissions policies and academic practices
- Current documents that show the financial condition of the institution and the absolute and relative amount of monetary resources allocated to its business programs
- A non-refundable accreditation eligibility application fee of \$3,400

The undersigned certify the institution's commitment to seeking accreditation and the accuracy of the information provided.

Business Academic Unit Head Signature

Date

Academic Vice President/Provost Signature

Date

Chief Executive Officer/President/Chancellor Signature

Date

A downloadable version of this form is available at the AACSB International Web site.

For questions or assistance in completing this form, please contact the PreAccreditation Committee at pac@aacsb.edu.

The Eligibility Application should be submitted both electronically and in hard copy format. Please forward the application via email to pac@aacsb.edu. In addition, please provide four (4) sets of all requested application information and materials to:

**PreAccreditation Committee Chair
AACSB International
777 S. Harbour Island Blvd., Suite 750
Tampa, FL 33602-5730
USA**