



**CONCORDIA**  
UNIVERSITY

# **School of Business and Professional Studies**

Business Division

Undergraduate Student Handbook

2008-2009



## **School of Business and Professional Studies 2008-2009 Undergraduate Student Handbook**

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## Welcome by the Dean

Dear Students and Prospective Business Majors:

The practice of business today provides a vibrant opportunity for people to engage in our world and marketplace. Very little occurs without some economic impact. Whether one engages in the political, social or educational realm, business decisions abound. It is into this context that business majors enter the workforce. No longer does a business professional labor in a single dimension environment. Business practices and decisions have ethical, financial and frequently worldwide impact. We live in a global society and as Thomas Freedman indicates in his classic book "The World Is Flat", the ten factors that flattened the world make every country and every business a potential global customer.

Entering into this environment requires business majors to assume a leadership role. It also requires that they be very well prepared. We believe the education provided by a liberal arts university is the best method for this preparation. The general education liberal arts core prepares you to think, reason, communicate and become globally aware. The core courses in the business major, along with your chosen emphasis, will help prepare you for a career in our global environment. Finally, we believe that this education provided in the context of a Christian university, with classes taught by Christian professors provides that ethical and value context that brings meaning to this flattened world. As a historically Lutheran university, Concordia views the business vocation as a God pleasing opportunity. The business program is an extension of our university mission statement because we honor God through "lives of learning, service and leadership".

I invite you to participate fully in the Concordia experience, which we have defined as one that will assist you to become "wise, honorable and cultivated". I invite you to not only take and excel in your coursework, but to become involved in the organizations, internships and opportunities to apply what you are learning.

We wish you God's blessings in your Concordia Experience.

Dr. Timothy Peters, Dean  
School of Business and Professional Studies

## **Welcome by the Assistant Dean**

Welcome to the School of Business and Professional Studies at Concordia University Irvine and the challenges ahead and around you. Whether this is your first step or a continuing step in your education, you will find opportunities to either develop or expand your knowledge, experiences and network relationships.

Your time at Concordia will not only develop or refine skills in Accounting, Finance, Management, Marketing or Sports Management but also an environment to develop your own personal mission and ministry goals. Additionally, at Concordia University you will benefit from our commitment to providing you the necessary tools to become wise, honorable and cultivated citizens.

Staff and faculty members throughout Concordia are active participants in ensuring we help you reach your educational goals. Concordia offers Business and Professional Studies courses developed and delivered by faculty who integrate classroom techniques with best business practices, real world experience as well as a Christian moral, ethical and value perspective of leadership. Many classes supplement assignments with guest speakers, life-like projects and in some cases remote or on-line class work.

The School of Business has developed all of our educational and extracurricular programs to support the Concordia targets of systematic inquiry, clear communication, health and well-being, socio-cultural responsiveness, aesthetic responsiveness, Christian literacy and life and servant leadership. Each and every course establishes key program indicators to ensure the student's growth in: 1) understanding relevant and seminal concepts, 2) the ability to perform the necessary quantitative and qualitative problem solving and recommendation development, 3) demonstrating effective written and verbal communication skills, and 4) developing relationship-building skills.

Outside the classroom, there are a variety of University and department events and organizations to provide you the opportunity to apply what you learn in the classroom. Some of these opportunities offer competitive or collaborative environments where you will be able develop teamwork, project management and leadership skills that are crucial in being successful.

On a personal note, I am excited about my new role as Assistant Dean for the School of Business and Professional Studies. My background includes exhaustive, global business experience as a senior executive in accounting, finance and information technology as well as advanced degrees in Finance and Accountancy including a CPA certification. I believe this combination of business experience, education and classroom experience has prepared me for this outstanding opportunity to continue improving this great Christ-centered program. I look forward to working with you and all the dedicated Concordia staff and faculty on this journey.

Every individual is blessed in different ways by God and brings with them their own unique set of comparative and competitive advantages. We look forward to working with you in developing your unique skills at our unique university – Concordia!

George W. Wright, CPA, MBA, MS  
Assistant Dean for the School of Business and Professional Studies

## **The MISSION of Concordia University**

Concordia University, guided by the Great Commission of Christ Jesus and the Lutheran Confessions, empowers students through the liberal arts and professional studies for lives of learning, service and leadership.

### **Introduction to the School of Business and Professional Studies**

The School of Business and Professional Studies seeks opportunities to extend the Christian educational mission of the university by serving traditional undergraduate, adult, and international students. The purpose of the school is to provide learning opportunities for undergraduate and adult learners, which allow students to pursue career and personal lifelong learning goals.

The School of Business and Professional Studies serves several populations of learners. Traditional undergraduate students may enroll in the business program offering majors and minors in business. Graduate students may enroll in the Masters in Business Administration (MBA) program or the Masters in International Studies (MAIS) program. Adult students may enroll in the CU Accelerate degree completion program.

### **The PURPOSE of the Business Division of the School of Business and Professional Studies**

The undergraduate Business Division endeavors to develop its students' capacities to explore, conceptualize, explicate and interpret past and present human experience within the context of socio-cultural, political, business and economic life by means of the discipline of Business Administration.

### **Targets of the Business Division**

Each student will become a socially and professionally responsive individual who is:

1. Knowledgeable of the concepts and theories in the areas of economics, accounting and finance, information technology, marketing design, law, and ethics and leadership.
2. able to use qualitative and quantitative analytical skills appropriate in problem solving and ethical decision making;
3. able to communicate purposefully and effectively with supervisors, peers and associates; and
4. Sensitive to other cultures, ethnic groups, minorities, and their contributions to the human experience and, in particular, to the business world.

The Business division operates within the university's mission statement of preparing men and women to succeed in the business world. It does so in a distinctive Christian university environment in which business concepts and faculty who are well experienced in both the educational and vocational aspects of the discipline teaches ethical principles. Every student is encouraged to develop and strengthen his or her unique talents and gifts. Enrollment in the business program brings with it opportunities to participate in business activities and organizations.

## **School of Business and Professional Studies Faculty**

Tammie L. Burkhart, Asst. Professor of Business. MBA Pepperdine University, Malibu, CA, 2001

Thomas D. Busby, CPA, Resident Faculty in Accounting. MA University of Central Missouri, 1970

Curt Cattau, Assoc. Professor of Exercise & Sport Science. PhD University of New Mexico, Albuquerque, NM, 2006

Marc Fawaz, Resident Faculty in School of Business. MBA University of California, Irvine, CA, 2005

Bruce J. Hanson, Professor of Business/MBA Program Director. PhD Case Western Reserve University, Cleveland, Ohio, 1995

Timothy C. Peters, Dean, School of Business and Professional Studies. EdD Pepperdine University, Malibu, CA. 1999

John L. Rooney, Distinguished Professor. DBA U.S. International University, San Diego, CA, 1988

Carolyn K. Shiery, Asst. Professor of Marketing. MBA Cal State University, Fullerton, 1983

Stephen J. Tvorik, Resident Faculty in Business. PhD Walden University, Minneapolis, MN, 1996

Cheryl E. Williams, Assoc. Professor of Business. PhD Florida State University, Tallahassee, 1997

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## **School of Business and Professional Studies Programs**

Concordia's School of Business offers a major in Business Administration and several emphases, which include:

Accounting Emphasis  
Finance Emphasis  
Management Emphasis  
Marketing Emphasis  
Sports Management Emphasis

### **Accounting Emphasis**

Accounting is a language system that facilitates efficient communication between managers about economic aspects of organizations. As business requirements continue to evolve, the need for accurate accounting for these economic changes becomes essential for business to succeed. Accountants are the scorekeepers who will measure, observe and report on the economic aspects of an organization. Each student at Concordia University will become a socially and professionally responsive individual who is knowledgeable of the concepts and theories in all areas of accounting. As an imperative part of the leadership and management of an organization, they will also be able to relate to the business community in the United States and the world.

Accountants maintain records that become the basis for financial reports. They describe how the financial structure and strength of the organization has changed over a time-period. This allows managers to evaluate how their strategies and discussions are affecting the economic status and viability of their organization. External parties often have interests in the financial status and success of organizations as well. The use of a financial statement reports on those interests so the users can make informed decisions. As a student goes through the accounting program, they will be able to communicate accounting information as it relates to managers and external users.

## **Finance Emphasis**

The finance discipline studies the acquisition and use of monetary resources for individuals and organizations. Finance considers the rewards of financial ventures in contrast with their risk. It gives financial managers the necessary tools to evaluate alternative financial decisions.

This emphasis will give you the skills you need to make appropriate financial decisions. Graduates with finance knowledge will find they are in demand and their knowledge provides a fast pathway to the top.

### **Program Goals**

Each student will become a socially and professionally responsive individual who is knowledgeable of the concepts and theories of finance. The student will be able to apply what they learned in an ethical framework to provide leadership and management to the business community.

### **Program Scope**

Selection of this emphasis allows the student to explore the following.

1. Introduction to Finance Concepts. The student becomes aware of the basic finance principles and practices. This includes the time value of money concept that is also a cornerstone concept for personal wealth.
2. Financial Statement Analysis. The student will be able to read any entity's financial statements and apply appropriate analytical steps to evaluate the entity's financial strengths and weaknesses.
3. Investments. The student will learn about types of investments and important investment strategies for the management of an entity or individual's investment portfolio.
4. Entrepreneurial Finance. The student will learn to apply financial concepts to new and growing ventures and will examine sources of financing these ventures.
5. Property. The student will become knowledgeable in the principles and practices of real estate acquisition, management and disposal. Practical methods for real estate investment are also learned.
6. Financial Institutions. The student will learn about financial institutions, including pension funds, investment banks, commercial banks, thrifts, private equity markets, and the Federal Reserve/Central Bank systems of the United States.

Students select two additional courses from database management systems, global enterprise, new ventures or international finance.

### **Career Paths**

Finance professionals are in demand, and the discipline offers varied opportunities such as the following.

1. Corporate finance
2. Commercial banking
3. Investment banking
4. Investment brokerage
5. Financial planning
6. Insurance
7. Portfolio management
8. Real estate
9. Financial analysis

## **Management Emphasis**

Can you imagine any construction project, government process or organizational group that is not organized along the lines of management? About 20 percent of all paid positions are in management, and within any industry, managers are usually the highest paid. Knowing how to manage is a powerful attribute!

If you want to evaluate the type of manager you are currently, learn new skills that will make you better and enable you to add value to a company, then getting your degree in business administration with a management emphasis is your road to success.

### **Program Goals**

Entry-level positions—those usually obtained upon graduation—do not include management requirements. Therefore, it is most likely that students will have to work a while before graduating to a management position. The goals of the management emphasis take notice of this time lag.

Upon successful completion of the management emphasis, the student will:

1. Understand many of the legal implications of a business. A good manager must understand the legal foundations of the business as well as determining legal processes. The student learns how to achieve ends in a legal and ethical way.
2. Understand all facets of business by creating (for classroom discussion) a start up business. The student must include operations, marketing and finance/accounting while at the same time be cognizant of human relations the customer and company strategy.
3. Be aware of numerous statutes in the area of human resources-- hiring, firing and general relationships with employees and deal with people honestly and fairly.
4. Understand the importance of a niche for the business that relates to knowing the customer, suppliers and other stakeholders.
5. Develop skills during the internship period to start some of the management functions of planning, organizing, leading and controlling.

### **Program Scope**

The core of the business program develops knowledge along a broad scope of business activities including accounting, finance and strategy. The management emphasis adds courses that will help develop skills in all areas of business.

## **Marketing Emphasis**

Marketing is critically important in business today. Customers are the lifeblood of any organization. Companies must understand the marketplace and buyer needs and wants if they want to grow and compete effectively. Marketers constantly monitor customers and competitors to find a better way to design and deploy the firm's core competences to serve customers at a profit. This helps to set a firm's strategic direction.

The two major functions of marketing are to acquire and retain customers. Marketers attract customers by identifying potential needs, developing products and services that they want, creating awareness and communicating benefits. Marketers retain customers by ensuring that they get great values, outstanding service and innovative products.

The marketing program at Concordia University seeks to understand both consumers and business customers. Emerging global markets and exploding technological advancements have increased the worldwide competition. This provides exciting business challenges that Concordia's marketing curriculum seeks to address. The program will continue to monitor changes in industry and update the program to ensure that students will be competitive in the marketplace.

### **Program Goals**

#### Application of Marketing Theory

Concordia University's' marketing emphasis curriculum focuses on real world business applications. This gives us a competitive advantage and differentiates us from other schools. Students are able to understand and apply current marketing theory in today's business situations because of the project-orientated courses.

#### Integration of Arts and Sciences

Marketing has always crossed functional and departmental boundaries and integrated various academic disciplines. Marketing methods consist of contributions from many of the social sciences—psychology, sociology, anthropology and economics. Marketing research incorporates statistics and analysis. Advertising brings in the disciplines of communication and art.

### **Program Scope**

A marketing emphasis will expose you to creative classes, marketing basics, advanced programs, business management, customer relations, sales and communications. You may also specialize in areas such as, international marketing, e commerce or research. At Concordia, the marketing program emphasizes the following:

1. Marketing operations: This includes the overall understanding of marketing and how to execute marketing functions in order to attract customers
2. Marketing Strategy: This category prepares students to understand how an organization competes against its competition in the market place.
3. Relationship Marketing: Students will learn to be aggressive in building relationships with consumers, customers, distributors, partners and even competitors in order to have success in the competitive market place.
4. Market Research: Students are involved in the process of design, development and analysis of information to make intelligent business decisions.

5. Emerging Technologies: Students learn how to identify and use innovative technologies to enhance the marketing process.

### **Career Paths**

The demand for marketing professionals continues to grow as today's organizations place greater emphasis on effective marketing as a means of achieving their goals. The discipline of marketing will provide you with outstanding career opportunities in:

1. Advertising
2. Brand/Product management
3. Industrial Marketing
4. International Marketing
5. Logistics (Distribution)
6. Market Research
7. Product Development
8. Public Relations
9. Retailing
10. Sales and Sales Management

## **Sports Management Emphasis**

### **Program Goals**

The undergraduate emphasis in sport management is primarily a professional program designed to prepare students to serve in management positions in all segments of the sport industry. Today's sport industry needs trained professionals to meet the challenging pace of changes in economics and lifestyle that will define the growth patterns in tomorrow's marketplace. With the expansion of both recreational and spectator sports — and society's increasing concern over healthful lifestyles — athletic administration and fitness management are both growing more complex. As a result, successful organizations in the sports industry are increasingly looking for tomorrow's leaders to have specialized training

Concordia University's Sport Management program provides professional preparation for management and leadership positions with professional sports teams, intercollegiate and intramural athletics and recreation programs at colleges and universities and amateur athletic organizations. Profession preparation is also given for careers in private and public health and fitness clubs, corporate fitness and wellness programs, sports stadium and arenas, and the sports marketing, management and communications firms that service the larger marketplace.

### **Program Scope**

There is unprecedented interest in health, sport and leisure. Sport today is a \$100 billion industry in the U.S. Companies in North America spent \$8.7 billion as sponsors of sporting events in 2000, and those figures continue to rise. Attendance at sporting events and participation in sport activity are at an all-time high. Given the economic magnitude and pervasive nature of popular sport in American society, the need has never been greater for professionally trained sport managers.

The Sport Management program utilizes experience-based curriculum to prepare our students to be leaders in the sport industry. Our small classes offer the instruction that challenge students to apply what they have learned into actual sport settings. The southern California location puts students in best environment to learn from professional sports, college sports, Olympic sport training, health clubs, amateur sports, sport retail markets, sport facility management, golf venues and sport agents in a professional surrounding that offers sport industry interaction. A cutting-edge classroom experience is offered by providing internship placement, guest lectures from the sport industries that speak about their personal experiences and off-campus tours.

### **Career Paths**

Sport management positions include a variety of areas. Examples of job responsibilities in sports management:

1. Marketing and promotions director
2. Advertising
3. Sports information
4. Sport sponsorship
5. Budgeting
6. Sport team accounting
7. Ticket sales
8. Financial operations
9. Athletic fund raising

10. Risk management plan for legal issues in sport
11. Sporting goods sales representative
12. Corporate sales director
13. Director of ticket sales
14. Intramural director of campus recreation
15. Facilities coordinator
16. Fitness club management
17. Community sport & recreation
18. College Athletic Director
19. Facility management
20. Stadium and arena management
21. Sport broadcasting
22. Media relations
23. Sport team Public Relations
24. Sales of sporting goods and licensed sport products
25. Professional athlete sport agent

## **Extra-Curricular and Honors Programs**

### **International Exchanges**

Concordia University Irvine (CUI) (Irvine, CA) and Ecole Supérieure Libre des Sciences Commerciales Appliquées (ESLSCA) (Paris, France) have partnered together to offer a joint degree program where students have the opportunity to earn two degrees. Concordia students earn a Bachelor of Business Administration (BBA) from ESLSCA and a Bachelor of Arts (BA) degree in Business Administration from CUI. Students will be required to spend two semesters/sessions attending ESLSCA in a full time capacity with successful completion of 36 academic credits. CUI students will be required to complete eight units of foreign language at ESLSCA.

There is also a single semester option in which students may study in France and can apply credits to Concordia but will not earn the second degree. In the end, imagine the edge you will have in international business when you graduate with dual degrees in international business from the US and France with only one year abroad.

For specific information on ESLSCA, please see Appendix C

### **Internship Program**

Concordia University requires all business students to complete a minimum of two units (90 work hours) of internship credit to graduate. Our goal is to align internship opportunities to the student's academic major or career interests. Internship opportunities vary in length, and compensation. It is vital that the students are able to engage in a learning experience that takes them beyond the classroom and into a business setting, that fosters growth in the student's chosen industry.

Concordia works enjoys good working relationships with a large number of businesses within the area. Students are also encouraged to seek new partners with which we can work. The Director of Business Relationships will assist students in seeking internship placements.

Please note Internship specific information in Appendix D

### **Students in Free Enterprise (SIFE) / Business Advisory Board (BAB)**

"SIFE is a nonprofit organization that gives students the tools to learn the free enterprise system in a real working situation. SIFE challenges students on more than 800 college campuses nationwide to take what they're learning in the classroom and use their knowledge to better their communities." Guided by faculty advisors, SIFE Teams establish a variety of community outreach programs that teach free enterprise in six target areas—leadership, market economics, success skills, entrepreneurship, financial literacy, business ethics and integrity.

This partnership requires the support of community members to provide guidance and advice on projects, financial support, and networking opportunities. The time commitment is one project-brainstorming meeting in both the fall and spring semesters, and any additional time the BAB member would like to contribute towards facilitating a project.

## **Sigma Beta Delta (SBD)**

The purpose of Sigma Beta Delta is to encourage and recognize scholarship and achievement among students of business, management, and administration. By having regional accreditation, Concordia University will nominate students for membership based on their scholastic excellence. Employers will recognize your academic achievements by your membership.

Originally established in 1994 as a national organization, Sigma Beta Delta is now an International Honor Society for Business, Management, and Administration. To become a member of the Society, a student must rank in the upper 20 percent of their class. For a business student, becoming a member of the Sigma Beta Delta chapter is the highest recognition your faculty can recommend. Students gain membership by invitation only through yearly nominations. This opportunity enables you to become one of the select few who earn lifetime recognition within Sigma Beta Delta.

Inductees will be recognized and presented with honors. Membership in Sigma Beta Delta should be the goal of every student of business in a baccalaureate or master's degree program at a school with a Sigma Beta Delta chapter.

### **What Does This Mean for YOU?!**

#### Lifetime recognition for Outstanding Academic Achievements:

Sigma Beta Delta membership provides recognition for a lifetime. The Society's recognition of honoring scholastic excellence in business makes it appropriate to include Sigma Beta Delta membership on one's resume. Employers throughout the country will be able to make a distinction of your academic achievements.

#### Networking Opportunities:

Sigma Beta Delta campus chapters can assist in advancing the career opportunities of its members. As members graduate and assume important positions in the business community, they provide excellent sources of help and guidance for future employment. The chance for Sigma Beta Delta student and alumni members to network with business professionals places them a step ahead of the employment competition.

## Appendix A

<b>Core Courses (33 Units)</b>
--------------------------------

Act 211	Financial Accounting		3
Act 212	Managerial Accounting		3
Bus 251	Legal Environment of Business		3
Bus 321	Management		3
Bus 324	Business Writing and Presentation		1
Bus 475	Business Strategy		3
Bus 483	Business Ethics		3
490 Options	Internships		2
	Bus 490 Internship	2	
	or ESS 490 Sports Mgt. Internship	2	
Eco 201	Macroeconomics		3
or Eco 202	Microeconomics		
Fin 331	Finance		3
ITP 261	Information Technology		3
Mkt 341	Marketing		3
	Total Core		33

## Appendix B

### Emphasis Courses: (21 Units)

#### Accounting

##### Required:

Act 311	Intermediate Accounting I	3
Act 312	Intermediate Accounting II	3
Act 313	Cost Accounting	3
Act 315	Accounting Information Systems	3
Act 417	Federal and California State Income Taxes	3
or Act 418	Corporate Tax Accounting	
Act 419	Auditing	3
	Total Core	<u>18</u>

Choose **one** of the following courses:

Act 417	Federal and California State Income Taxes	3
or Act 418	Corporate Tax Accounting	
	(choose the one not taken as a core class)	
Act 332	Financial Statement Analysis	3
Fin 211	Personal Finance	3
Fin 333	Investments	3
	Total Elective(s)	<u>3</u>
	Total Emphasis	<u><u>21</u></u>

#### Accounting Emphasis Summary

Business Administration Major:	54
Core (Appendix A):	33
Accounting Emphasis (Appendix B-1): 18 Core plus 3 elective units	21
Total	<u><u>108</u></u>

## Appendix B-2

<b>Emphasis Courses: (21 Units)</b>
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### Finance

**Required:**

Act 311	Intermediate Accounting I	3
Act 332	Financial Statement Analysis	3
or Fin 332	Financial Statement Analysis	
Fin 211	Personal Finance	3
Fin 333	Investments	3
Fin 335	Property	3
	Total Core	15

Choose **two** of the following courses:

Bus 323	Global Enterprises	3
Bus 326	New Ventures and Entrepreneurship	3
Fin 445	International Finance	3
	Total Elective(s)	6
	Total Emphasis	21

### Finance Emphasis Summary

Business Administration Major:	54
Core (Appendix A):	33
Finance Emphasis (Appendix B-2): 15 Core plus 6 elective units	21
Total	108

### Appendix B-3

<b>Emphasis Courses: (21 Units)</b>
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#### Management

**Required:**

Bus 323	Global Enterprise	3
Bus 326	New Ventures and Entrepreneurship	3
Bus 327	Organizational Behavior	3
Bus 343	Operations	3
Bus 424	Human Resource Management	3
Total Core		15

Choose **two** of the following courses:

Eco 201	Macroeconomics	3
or Eco 202	Microeconomics	
(choose the one not taken as a core class)		
Fin 333	Investments	3
Fin 335	Property	3
Mkt 445	International Marketing	3
Total Elective(s)		6
Total Emphasis		21

#### Management Emphasis Summary

Business Administration Major:	54
Core (Appendix A):	33
Management Emphasis (Appendix B-3): 15 Core plus 6 elective units	21
Total	108

## Appendix B-4

<b>Emphasis Courses: (21 Units)</b>
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### Marketing

**Required:**

Mkt 353	Professional Selling	3
Mkt 371	Internet Marketing	3
Mkt 442	Marketing Research	3
Mkt 445	International Marketing	3
Mkt 475	Market Strategy	3
	Total Core	<u>15</u>

Choose **two** of the following courses:

Bus 323	Global Enterprise	3
Mkt 344	The Advertising Agency	3
Mkt 355	Business and Service Marketing	3
Mkt 363	Computer Graphics	3
Mkt 365	Computer Graphics w/Motion	3
Com 422	Studies in Public Relations	3
	Total Elective(s)	<u>6</u>
	Total Emphasis	<u><u>21</u></u>

### Marketing Emphasis Summary

Business Administration Major:	54
Core (Appendix A):	33
Marketing Emphasis (Appendix B-4): 15 Core plus 6 elective units	<u>21</u>
Total	<u><u>108</u></u>

## Appendix B-5

<b>Emphasis Courses: (21 Units)</b>
-------------------------------------

### Sports Management

**Required:**

Bus 424	Human Resource Management	3
ESS 222	Organization and Management of Sport	3
ESS 320	Historical, Social and Cultural Foundations	3
ESS 323	Sport Marketing & Sponsorship	3
ESS 326	Sport Operations & Facility Management	3
ESS 350	Sport Law	3
	Total Core	<u>18</u>

Choose **one** of the following courses:

Com 344	Theory & Practice/Interviewing	3
Com 422	Studies in Public Relations	3
Mkt 344	The Advertising Agency	3
Mkt 353	Professional Selling	3
Mkt 442	Marketing Research	3
	Total Elective(s)	<u>3</u>
	Total Emphasis	<u><u>21</u></u>

### Sports Management Emphasis Summary

Business Administration Major:	54
Core (Appendix A):	33
Sports Management Emphasis (Appendix B-5): 18 Core plus 3 electives	<u>21</u>
Total	<u><u>108</u></u>

## Appendix B-6

### Minor Emphasis Courses: (18 Units)

#### Accounting

##### **Required:**

Act 211	Financial Accounting	3
Act 212	Managerial Accounting	3
Act 311	Intermediate Accounting I	3
Act 312	Intermediate Accounting II	3
	Total	<hr/> 12

Choose **one** of the following courses:

Act 313	Cost Accounting	3
Act 315	Accounting Information Systems	3
Act 417	Federal and California State Income Taxes	3
Act 419	Auditing	3

Choose **one** of the following courses:

Bus 201	Introduction to Management/Marketing/IT	3
Bus 251	Legal Environment of Business	3
Bus 321	Management	3
Bus 323	Global Enterprise	3
Bus 326	New Ventures and Entrepreneurship	3
Bus 424	Human Resource Management	3
Com 344	Theory and Practice of Interviewing	3
Fin 331	Finance	3
Mkt 341	Marketing	3
Mkt 442	Marketing Research	3
	Total Elective(s)	<hr/> 6
	Total Minor	<hr/> <hr/> 18

**(Appendix B-6 continued) Minor Emphasis Courses: (18 Units)**

**Business**

**Required:**

Act 211	Financial Accounting	3
Bus 201	Introduction to Management/Marketing/IT	3
Bus 321	Management	3
	Total	<u>9</u>

Choose **three** of the following courses:

Act 212	Managerial Accounting	3
Act 315	Accounting Information Systems	3
Bus 251	Legal Environment of Business	3
Bus 323	Global Enterprise	3
Bus 326	New Ventures and Entrepreneurship	3
Com 344	Theory and Practice of Interviewing	3
Fin 331	Finance	3
Mkt 341	Marketing	3
	Total Elective(s)	<u>9</u>
	Total Minor	<u><u>18</u></u>

**Marketing**

**Required:**

Mkt 341	Marketing	3
Mkt 344	The Advertising Agency	3
Mkt 353	Professional Selling	3
Mkt 442	Market Research	3
	Total	<u>12</u>

Choose **two** of the following courses:

Act 211	Financial Accounting	3
Bus 201	Introduction to Business	3
Bus 251	Legal Environment of Business	3
Mkt 355	Business and Service Marketing	3
Mkt 363	Computer Graphics	3
Mkt 365	Computer Graphics w/Motion	3
Mkt 371	Internet Marketing	3
	Total Elective(s)	<u>6</u>
	Total Minor	<u><u>18</u></u>

## **Appendix C**

### **About ESLSCA**

Founded in 1949, ESLSCA is a private, independent institution of higher education. Fully accredited by the French Ministry of Education, the ESLSCA is a Grande Ecole de Commerce (exclusive graduate business schools that admit students through extensive entry exams).

Programs offered in Business Communications, in International Marketing and in International Business are rigorous and innovative, instructed entirely in English, and equip students to move forward in successful careers.

With close to 60 years of excellence in business education and located in the heart of Paris (the Eiffel Tower district), ESLSCA programs integrate the best of management education and practice in France, Europe, the U.S. and elsewhere in the world.

For further information, please go to [www.dirige.eslsc.fr/index.html](http://www.dirige.eslsc.fr/index.html).

#### **Prerequisites**

Single Degree Program Students must have a cumulative GPA of at least 3.00 and must have attained sophomore, junior or senior status at CUI. Seniors must have the Registrar's permission to participate in the exchange program and must apply to graduate before they leave for France.

Students participating in the Dual Degree Program must have a cumulative GPA of 3.30, have junior status, successful completion of BUS 324, ACT 211, and ACT 212, complete a minimum of three additional Business courses, received recommendations from both the Business faculty and Student Services, and must meet the admission requirements from the other school. Call Cheryl Williams for assistance (ext. 1305).

#### **Program in France**

Students take 18 credits per semester. Courses chosen must fulfill program, major, minor, or elective requirements and should be aware that participating in an exchange program could delay the completion of their course of study at CUI.

A student can only use two semesters of exchange units to earn credits for graduation. ESLSCA semesters run from October to June and from February to June. Attend at no extra charge, a summer session from approximately Sept. 10 to Oct. 10. Students can take a required fall semester course during the summer session to spread out their course load. Approval for exchange programs for the final semester of a student's senior year is uncommon.

#### **Cost, Travel and Living in Paris**

The Concordia student pays the normal tuition at Concordia, which will cover their tuition in Paris. Students can take as many courses as they wish, but should follow the guidelines set up by ESLSCA for the required courses. Travel and living costs are the responsibility of the students. ESLSCA will assist students in securing apartments as there are no traditional dorms at the school, and students normally have their own apartment.

## Appendix D

### Internship Documents

CONCORDIA UNIVERSITY – School of Business  
Guidelines for Student Internship Program  
Bus 490 – Business Internship

**IMPORTANT:** Please follow the directions in this packet carefully. The School of Business Internship Director must approve credit for an internship prior to your internship experience. The following forms MUST be complete and on file before you begin work:

- **Application for Internship:** At registration, submit to the Registrar, the completed application for internship. Please be clear as to which term and how many units you are applying for to receive credit. In addition, it is important that you meet with Academic Advising to determine your course load and avoid costly overloads.
- **Guidelines for Student Internship Program:** Prior to beginning your internship, you must complete the CUI Employer Request (Attachment A) and your Employment Learning Objectives (Attachment B is a sample). Please turn in the completed forms to the Internship Director. Please print legibly and make sure that you include contact information for both yourself and your employer.

After submitting the completed forms to the Registrar and obtaining the approval of the Internship Director, you may begin your internship experience. ANY work done prior to completing all of the above will not count toward your internship hours.

#### The Internship Process:

- Every two weeks, you will email the Internship Director a work journal. Please complete a Word document that indicates the date range, your specific job duties and new experiences. You may also include how you like or dislike your various responsibilities. Professional business standard in writing your journals are imperative.
- Keep track of your hours. You will need to turn in a copy of your paycheck stubs or a list of your hours. If you utilize the latter, your supervisor must sign the form. Please total your hours. You will receive one credit for every 45 hours worked to a maximum of the number of credit hours applied for during registration. All business students are required to complete 90 hours (2 units). You have a maximum of one year to complete your internship from the date of registration.
- After you complete your internship, have your supervisor complete the Evaluation Sheet (Attachment C). The supervisor should put the sheet in a sealed envelope and then return the envelope to you.

- The last step is to complete a two-page professional report on your internship experience. Double-space your paper, use 12-point Times New Roman and use spell check. Your report should discuss the following:
  - What activities did you perform and what did you learn from them?
  - What information that you learned at CUI was most useful to you?
  - What would have been important to learn at CUI that would have been useful to you during this internship?
  
- Once all of the above is completed, make a copy of your journals and package them with your signed hours, sealed Evaluation Sheet and two-page report. Deliver these documents to the Internship Director at least two weeks prior to the end of the semester. Remember: You have a maximum of one year to complete your internship.

### Frequently Asked Questions:

1. **Is an internship a requirement?** Yes, business students are required to take a minimum of two units to graduate, with maximum limit of six units. You can apply credit hours to different terms. It is possible to register for an internship in the fall or spring semesters and complete the internship during the summer. However, you must register for the internship and have it approved **BEFORE** you begin. Credit for an internship must occur within one year of the actual work dates. Students will receive no credit for work completed prior to enrolling at Concordia University and cannot register for a completed term.

If your are completing an internship which covers more than one term, you must:

- a. Complete and submit a package for EACH semester.
  - b. If any two semesters each have three or more units, you must have a different job title from other semesters; therefore, you will have different supervisor evaluations and final papers even if it is for the same company.
2. **Who is responsible for finding an internship?** It is the student's responsibility to find an appropriate internship. The School of Business Internship Director is actively recruiting businesses to act as internship partners and can sometimes help find an internship match for you. Some positions are non-paying although most tend to have some remuneration.
  
  3. **May I obtain credit for participating in Students in Free Enterprise (SIFE)?** SIFE offers opportunities that can expand a student's business growth. A student may obtain one unit of credit for 45 hours contributed to SIFE.

**May I work in a family-owned business?** Yes, students may fulfill their internship requirement by working for a company owned by a family member. However, it is preferred the student's supervisor is not a family member.

**Attachment A**

CONCORDIA UNIVERSITY IRVINE EMPLOYER REQUEST  
School of Business Internship  
(All information is required)

Student Name \_\_\_\_\_ Date \_\_\_\_\_

Address \_\_\_\_\_ Phone \_\_\_\_\_

College Year \_\_\_\_\_ Major \_\_\_\_\_

E-mail Address \_\_\_\_\_

INTERNSHIP (Year 20\_\_\_\_) Semester \_\_\_\_\_ Fall \_\_\_\_\_ Spring

Note: Complete an application for each semester even if you have the same employer.

How many units have you earned so far in the Internship Program? \_\_\_\_\_

How many units are you registering for this semester in the Program? \_\_\_\_\_

Note: A minimum of two units is required under the newest catalog.  
A maximum of six units is available in total.

EXPERIENCE

Briefly describe the internship experience you desire as to the activity, location or program:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Student Signature \_\_\_\_\_

AGENCY: (Employer)

Name of Company \_\_\_\_\_

Address \_\_\_\_\_  
(Street) (City) (State) (Zip)

Supervisor \_\_\_\_\_ Phone (\_\_\_\_) \_\_\_\_\_

E-mail Address \_\_\_\_\_

Program Director Signature \_\_\_\_\_

## **Attachment B**

This page is an example of the objectives

### **Learning Objectives for the Internship Program**

#### **Retail Sales**

**Dan Klatt**

#### **OSHMAN'S SPORTING GOODS**

##### **General Objective:**

Learn retail sales – particularly in the area of sporting goods

##### **Specific Objectives:**

Develop product knowledge by:

- interacting with other sales staff and customers
- attending in-store clinics sponsored by product reps
- testing sports equipment at clinics sponsored by manufacturers
- reading, researching and studying company product material
- watching and learning from videos
- attending company sponsored presentations

Develop company knowledge and acceptable performance levels by:

- meeting the 90 day probation period
- interacting with other sales staff
- personal interaction with the manager

Develop customer relations by:

- developing effective communication techniques for relating product information to customers
- developing an ability to successfully interact with a customer to determine their ability/skills/requirements relating to a particular sporting activity

Advance within the firm by:

- accepting increasing job responsibilities
- working to excel as a 'retail-type' person

Learn office operations by:

- successfully handling price change notifications
- maintaining acceptable inventory levels
- participating in the inventory process
- mastering all phases of a sales transaction

**Attachment C**

CONCORDIA UNIVERSITY IRVINE  
School of Business and Professional Studies – Student Evaluation

Name of Student: \_\_\_\_\_

Company Name & Address: \_\_\_\_\_

Time Period Covered From _____ To _____	Please rate the Student for the categories below					
	Exceptional (5)	Above Average (4)	Average (3)	Below Average (2)	Failing (1)	N/A (0)
Attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Punctuality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reliability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interpersonal Relations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interest in Job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Communication Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interest in Company/Position	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Performance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ability to Follow Instructions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Initiative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Observance of rules/reg	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Growth on the Job	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Appearance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments: \_\_\_\_\_

Printed Name: \_\_\_\_\_ Title: \_\_\_\_\_

Phone Number: \_\_\_\_\_ E-Mail: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Thank you for assisting the Concordia University Irvine Business Internship Program

