

Eastern Illinois University  
**COURSE PROPOSAL FORMAT**

CGS Agenda Item: 08-11  
Proposal Effective Date: Fall 2008

Please check one:            ☒ **New course**            ☐ Revised course

**PART I: CATALOG DESCRIPTION**

1. Course prefix and number, such as ART 1000: **MBA 5000**
  2. Title (may not exceed 30 characters, including spaces): **Strategic Management**
  3. Long title, if any:
  4. Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]: (3-0-3)
  5. Term(s) to be offered: ☒ **Fall**    ☒ **Spring**    ☐ Summer    ☐ On demand
  6. Initial term of offering: ☒ **Fall**    ☐ Spring    ☐ Summer    ☐ **Year 2008**
  7. Course description (not to exceed four lines): **The major functions of top management, the major problems that affect the success in the total organization, and the decisions that determine the direction of the enterprise. Heavy emphasis on the ethical-social responsibility with implications in strategic decision making, including value chain analysis, and internal, external, and global considerations. Includes case studies, special reports, and seminar discussion of firm management problems.**
  8. Registration restrictions:
    - a. Identify any equivalent courses (e.g., cross-listed course, non-honors version of an honors course).
    - b. Prerequisite(s), including required test scores, courses, grades in courses, and technical skills. Indicate whether any prerequisite course(s) MAY be taken concurrently with the proposed/revised course.
    - c. Who can waive the prerequisite(s)?  
☐ No one    ☐ Chair    ☐ Instructor    ☐ Advisor Program Coordinator    ☐ Other (Please specify)
    - d. Co-requisites (course(s) which MUST be taken concurrently with this one):
    - e. Repeat status:        ☒ **Course may not be repeated.**  
                                 ☐ Course may be repeated to a maximum of \_\_\_\_\_ hours or \_\_\_\_\_ times.
    - f. Degree, college, major(s), level, or class to which registration in the course is restricted, if any:
- Graduate Level**
- g. Degree, college, major(s), level, or class to be excluded from the course, if any: **freshmen, sophomore, junior, senior**
9. Special course attributes [cultural diversity, general education (indicate component), honors, remedial, writing centered or writing intensive]

10. Grading methods (check all that apply): **x Standard letter** ☐ C/NC ☐ Audit ☐ ABC/NC (“Standard letter”—i.e., ABCDF—is assumed to be the default grading method unless the course description indicates otherwise.)
11. Instructional delivery method: lecture (This is a drop-down menu.)

## **PART TWO: ASSURANCE OF STUDENT LEARNING**

(See the CAA website for examples of items 1, 2, and 3.)

1. List the student learning objectives of this course:

- 1. Evaluate the role of leadership and teamwork activities in organizational effectiveness and profitability.**
- 2. Demonstrate managerial problem solving and decision-making skills.**
- 3. Analyze strategic planning with a “systems” approach, including value chain analysis and other modern strategic management models and theories for both long- and short-term perspectives.**
- 4. Identify the role that vision, mission, goals, strategies, and policies play in domestic and international management.**
- 5. Identify and analyze managerial problems in a dynamic environment and recommend practical and timely solutions to them.**
- 6. Make business decisions that include management attitudes and values, and with consideration for social and ethical implications.**
  - a. If this is a general education course, indicate which objectives are designed to help students achieve one or more of the following goals of general education and university-wide assessment:
    - EIU graduates will write and speak effectively.
    - EIU graduates will think critically.
    - EIU graduates will function as responsible citizens.
  - b. If this is a graduate-level course, indicate which objectives are designed to help students achieve established goals for learning at the graduate level:
    - Depth of content knowledge **#2, #3**
    - Effective critical thinking and problem solving **#2, #3, #4, #5**
    - Effective oral and written communication **#1 - #6**
    - Advanced scholarship through research or creative activity **#4, #6**

2. Identify the assignments/activities the instructor will use to determine how well students attained the learning objectives:

**Students’ achievement of course objectives will be evaluated through written reports, case studies, group projects, class discussion and examinations. Case studies may be assigned as a group or an individual project.**

- 1. Evaluate the role of leadership and teamwork activities in organizational effectiveness and profitability. (exams, current topic investigation, corporate analysis case study)**
  - 2. Demonstrate managerial problem solving and decision-making skills. (exams, corporate analysis case study, presentation)**
  - 3. Analyze strategic planning with a “systems” approach, including value chain analysis and other modern strategic management models and theories for both long- and short-term perspectives. (exams, corporate analysis case study, current topic investigation, presentation, class discussion)**
  - 4. Identify the role that vision, mission, goals, strategies, and policies play in domestic and international management. (exams, corporate analysis case study, current topic investigation, class discussion)**
  - 5. Identify and analyze managerial problems in a dynamic environment and recommend practical and timely solutions to them. (exams, current topic investigation, corporate analysis case study, presentation, class discussion)**
  - 6. Make business decisions that include management attitudes and values, and with consideration for social and ethical implications. (exams, corporate analysis case study, presentation)**
3. Explain how the instructor will determine students’ grades for the course:
- Mid-Term Exam 100 points**
  - Final Exam 100 points**
  - Current topic investigation 100 points**
  - Corporate analysis case study 100 points**
  - Presentation 100 points**
  - Class discussion (topics assigned) 100 points**
4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:
    - a. Describe how the format/technology will be used to support and assess students’ achievement of the specified learning objectives:
    - b. Describe how the integrity of student work will be assured:
    - c. Describe provisions for and requirements of instructor-student and student-student interaction, including the kinds of technologies that will be used to support the interaction (e.g., e-mail, web-based discussions, computer conferences, etc.):
  5. For courses numbered 4750-4999, specify additional or more stringent requirements for students enrolling for graduate credit. These include:
    - a. course objectives;
    - b. projects that require application and analysis of the course content; and
    - c. separate methods of evaluation for undergraduate and graduate students.
  6. If applicable, indicate whether this course is writing-active, writing-intensive, or writing-centered, and describe how the course satisfies the criteria for the type of writing course identified. (See Appendix \*.)

### **PART III: OUTLINE OF THE COURSE**

Provide a week-by-week outline of the course's content. Specify units of time (e.g., for a 3-0-3 course, 45 fifty-minute class periods over 15 weeks) for each major topic in the outline. Provide clear and sufficient details about content and procedures so that possible questions of overlap with other courses can be addressed. For technology-delivered or other nontraditional-delivered courses/sections, explain how the course content "units" are sufficiently equivalent to the traditional on-campus semester hour units of time described above.

<b>Week</b>	<b>Topic</b>
<b>1</b>	<b>The Strategic Management Process</b>
<b>2</b>	<b>Stakeholders and the Corporate Mission</b>
<b>3</b>	<b>External Analysis: The Identification of Industry Opportunities and Threats</b>
<b>4</b>	<b>Internal Analysis: Resources, Capabilities, and Competitive Advantage</b>
<b>5</b>	<b>Building Competitive Advantage Through Functional-level Strategy</b>
<b>6</b>	<b>Business-level Strategy</b>
<b>7</b>	<b>Competitive Strategy and the Industry Environment</b>
<b>8</b>	<b>Strategy in the Global Environment</b>
<b>9</b>	<b>Corporate Strategy: Vertical Integration, Diversification, and Strategic Alliances</b>
<b>10</b>	<b>Corporate Development: Building and Restructuring the Corporation</b>
<b>11</b>	<b>Designing organizational Structure</b>
<b>12</b>	<b>Designing Strategic Reward Systems</b>
<b>13</b>	<b>Matching Structure to Current Strategy</b>
<b>14</b>	<b>Implementing Strategic Change</b>
<b>15</b>	<b>Evaluation and Control</b>
<b>16</b>	<b>Final Exam</b>

#### **PART IV: PURPOSE AND NEED**

1. Explain the department's rationale for developing and proposing the course.

**As part of the revision of the MBA curriculum, we are proposing that the current Administrative Policy course be split into two separate courses and expanded. Currently the course is a required core course with the prerequisite of 21 semester hours of graduate coursework. The class is considered to be the program capstone course. However, after analyzing assessment data from the ETS Major Field Test, we have learned that our students perform below our expectations in the strategic management section, which is covered as part of the capstone course, Administrative Policy. The Graduate Committee has also talked extensively with the professor who teaches the current administrative policy course, and he agrees that our students need a deeper understanding of strategic management. To that end, we are proposing that the current administrative policy course be split into two courses and expanded. MBA 5000 will be offered as one of the beginning courses that students take. In this class, students would receive an overall view of the functional operations of the firm, whereby giving them a strategic framework for what they will be learning in the MBA program. The other half of the current administrative policy will be expanded and offered as the capstone course.**

- a. If this is a general education course, you also must indicate the segment of the general education program into which it will be placed, and describe how the course meets the requirements of that segment.
- b. If the course or some sections of the course may be technology delivered, explain why.

2. Justify the level of the course and any course prerequisites, co-requisites, or registration restrictions.

3. If the course is similar to an existing course or courses, justify its development and offering.
  - a. If the contents substantially duplicate those of an existing course, the new proposal should be discussed with the appropriate chairpersons, deans, or curriculum committees and their responses noted in the proposal.
  - b. Cite course(s) to be deleted if the new course is approved. If no deletions are planned, note the exceptional need to be met or the curricular gap to be filled.

**MBA 5890, Administrative Policy**

4. Impact on Program(s):
  - a. For undergraduate programs, specify whether this course will be required for a major or minor or used as an approved elective.
  - b. For graduate programs, specify whether this course will be a core requirement for all candidates in a degree or certificate program or an approved elective.

**This course will be a required core course in the MBA program.**

If the proposed course changes a major, minor, or certificate program in or outside of the department, you must submit a separate proposal requesting that change along with the course proposal. Provide a copy of the existing program in the current catalog with the requested changes noted.

**PART V: IMPLEMENTATION**

1. Faculty member(s) to whom the course may be assigned: **Dr. David Boggs, Dr. Dean Elmuti, or Dr. William Minnis**

If this is a graduate course and the department does not currently offer a graduate program, it must document that it employs faculty qualified to teach graduate courses.

2. Additional costs to students: **None**

Include those for supplemental packets, hardware/software, or any other additional instructional, technical, or technological requirements. (Course fees must be approved by the President's Council.)

3. Text and supplementary materials to be used (Include publication dates): *Crafting and Executing Strategy; The Quest for Competitive Advantage*, Thompson, Strickland and Gamble, McGraw-Hill Irwin 14th Edition, 2005

**PART VI: COMMUNITY COLLEGE TRANSFER**

If the proposed course is a 1000- or 2000-level course, state either, "A community college course may be judged equivalent to this course" OR "A community college course will not be judged equivalent to this course." A community college course will **not** be judged equivalent to a 3000- or 4000-level course but may be accepted as a substitute; however, upper-division credit will not be awarded.

**PART VII: APPROVALS**

Date approved by the department or school February 25, 2008

Date approved by the college curriculum committee April 9, 2008

Date approved by the Honors Council (if this is an honors course) \_\_\_\_\_

Date approved by CAA \_\_\_\_\_ CGS \_\_\_\_\_

\*In **writing-active courses**, frequent, brief writing activities and assignments are required. Such activities -- some of which are to be graded -- might include five-minute in-class writing assignments, journal keeping, lab reports, essay examinations, short papers, longer papers, or a variety of other writing-to-learn activities of the instructor's invention. Writing assignments and activities in writing-active courses are designed primarily to assist students in mastering course content, secondarily to strengthen students' writing skills. In **writing-intensive courses**, several writing assignments and writing activities are required. These assignments and activities, which are to be spread over the course of the semester, serve the dual purpose of strengthening writing skills and deepening understanding of course content. At least one writing assignment is to be revised by the student after it has been read and commented on by the instructor. In writing-intensive courses, students' writing should constitute no less than 35% of the final course grade. In **writing-centered courses** (English 1001G, English 1002G, and their honors equivalents), students learn the principles and the process of writing in all of its stages, from inception to completion. The quality of students' writing is the principal determinant of the course grade. The minimum writing requirement is 20 pages (5,000 words).

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