

Eastern Illinois University  
**COURSE PROPOSAL FORMAT**

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

**PART I: CATALOG DESCRIPTION**

1. Course prefix and number, such as ART 1000: **MBA 5515**
2. Title (may not exceed 30 characters, including spaces): **Business Research Proposal**
3. Long title, if any:
4. Class hours per week, lab hours per week, and credit [e.g., (3-0-3)]: **(Arr.-Arr.-3)**
5. Term(s) to be offered: ☐ Fall    ☐ Spring    ☐ Summer    ☒ **On demand**
6. Initial term of offering: ☐ Fall    ☒ **Spring**    ☐ Summer    ☐ **Year 2009**
7. Course description (not to exceed four lines): **Proposal phase of the business research project in cooperation with an approved instructor.**
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.  
**Consent of approved instructor and approval of a completed application by the Graduate Business Studies Coordinator.**
  - 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): **MBA 5510, Business Research Methods**
  - e. Repeat status:            ☒ **Course may not be repeated.**  
   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): ☐ 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: **independent study or research** (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. Demonstrate an understanding of the fundamentals of business research by completing a research project proposal that will be expanded in an independent study project.**

**2. Identify an appropriate research topic that deepens understanding of business knowledge.**

**3. Identify an appropriate research topic that will solve a business problem or provide information that builds on existing literature.**

**4. Utilize relevant and appropriate sources of data using traditional and electronic information sources including but not limited to trade journals, newspapers, periodicals, the Internet, and databases.**

**5. Defend proposal design and research methods in both report and presentation formats.**

**6. Investigate the application process to a Ph.D. program in business.**

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, #4**
- Effective critical thinking and problem solving **#1, #3, #4**
- Effective oral and written communication **#5**
- Advanced scholarship through research or creative activity **#1 - #5**

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

**Written research proposal, exploratory paper of Ph.D. programs, and presentation**

**1. Demonstrate an understanding of the fundamentals of business research by completing a research project proposal that will be expanded in an independent study project. (research proposal, presentation)**

**2. Identify an appropriate research topic that deepens understanding of business knowledge. (research proposal, presentation)**

**3. Identify an appropriate research topic that will solve a business problem or provide information that builds on existing literature. (research proposal, presentation)**

**4. Utilize relevant and appropriate sources of data using traditional and electronic information sources including but not limited to trade journals, newspapers, periodicals, the Internet, and databases. (research proposal, presentation)**

**5. Defend proposal design and research methods in both report and presentation formats. (research proposal, presentation)**

**6. Compare and select Ph.D. programs that are appropriate for application according to the student's primary research and teaching interests. (exploratory paper of Ph.D. programs)**

2. Explain how the instructor will determine students' grades for the course:

**Approval of proposal of research design and methods in both report and presentation formats by faculty mentor in preparation for the independent research project.**

**At least five Ph.D. programs will be investigated and presented, according to relevant criteria decided on by the student and the faculty mentor.**

3. 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.):
4. 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.
5. 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. **The course is designed to allow the student to apply and practice research methods being learned in the Business Research Methods class. The schedule for completion of the proposal will be determined by the student with approval by the faculty mentor.**

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

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

**The course is being created to fit the proposed options in the MBA program: a) Research, b) Applied Management. Students who are interested in pursuing a Ph.D. will progress through the research option, taking MBA 5510, MBA 5515 and MBA 5895. Students will be expected to enroll in MBA 5510 and MBA 5515 concurrently to develop their research proposal while they are learning and practicing research design and data analysis. Students who are progressing through the Applied Management option can enroll in these classes as elective credit.**

- 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.

**The course is being created to fit the proposed options in the MBA program: a) Research, b) Applied Management. Students who are interested in pursuing a Ph.D. will progress through the research option, taking MBA 5510, MBA 5515 and MBA 5895. Students will be expected to enroll in MBA 5510 and MBA 5515 concurrently to develop their research proposal while they are learning and practicing research design and data analysis. Students who are progressing through the Applied Management option can enroll in these classes as elective credit.**

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.
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 required for students enrolled in the MBA program progressing through the Research Option and will serve as an elective for MBA students enrolled in the Applied Management Option.**

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: **This course could be assigned to any member of the Graduate Faculty in the School of Business who is interested in mentoring students through the research process.**

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): **None**

## 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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