

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 5900**
2. Title (may not exceed 30 characters, including spaces): **Management Simulation**
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 2009**
7. Course description (not to exceed four lines): **Emphasis is on integrative decision making. Utilizes a nationally recognized simulation utilized widely in university programs and in industry. Special reports and seminar discussion of outcomes and review of functional topics.**
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.

Admission to the MBA program and completion of MBA 5605, MBA 5640, and MBA 5660
 - 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:
 Students must be admitted to the MBA Program
 - 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: 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. Make effective business decisions in an environment of dynamic competition and imperfect information.

2. Identify and analyze managerial problems individually and in groups.

3. Integrate the knowledge, skills, and abilities acquired from core courses to the needs of the organization as a whole

4. Sharpen analytical and problem solving ability under conditions of uncertainty with emphasis on the use of computers

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 **#3, #4**
- Effective critical thinking and problem solving **#1, #2, #4**
- Effective oral and written communication **#2, #5**
- Advanced scholarship through research or creative activity **#1 - #4**

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

Students will participate in an on-line competitive simulation in teams (CapSim) and an individual exercise (COMPX), and write reflection papers on their learning and performance individually and as a team. The Capstone Business simulation is designed for advanced students in undergraduate and MBA programs. Students run a \$100 million company for eight years (rounds). The simulation is played as a team competition with each team running a company and competing head-to-head. Each team operates in five market segments and is required to make decisions in research and development, marketing, finance, human resources, TQM, and production. Students evaluate success using measures of Return on Equity (ROE), Return on Investment (ROI), Market Capitalization, Market Share, Cumulative Profit, Return on Assets (ROA), Asset Turnover and Stock Price. The competition is also compared with all other MBA programs competing during the semester in a national rating. The simulation is an Internet exercise and all decisions and conditions are processed through the Internet. The business simulation is a blended learning approach where students live through every aspect of running a complex, multidimensional business. Financial reporting, marketplace analysis, and competitive data are required to execute a successful business strategy across functional areas of the simulated company.

- 1. Make effective business decisions in an environment of dynamic competition and imperfect information. (competitive simulation, comprehensive individual exercise)**
- 2. Identify and analyze managerial problems individually and in groups. (competitive simulation, comprehensive individual exercise, reflection papers)**
- 3. Integrate the knowledge, skills, and abilities acquired from core courses to the needs of the organization as a whole. (competitive simulation, comprehensive individual exercise)**
- 4. Sharpen analytical and problem solving ability under conditions of uncertainty with emphasis on the use of computers. (competitive simulation, reflection papers)**
- 5. Demonstrate an understanding of the integration of the functional areas of business. (competitive simulation, comprehensive individual exercise, reflection papers)**

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

The students will be evaluated on an eight-round simulation exercise comprised of approximately 128 decisions each week as a group in a competitive environment.

Course grades are calculated are based on:

20% Relative score (provided by the simulation)

20% Star Report score (provided by the simulation)

20% Classic Top Ten relative score (provided by the simulation)

15% Round four reflection paper (reflection of learning and performance individually and as a team)

15% Round eight reflection paper (reflection of learning and performance individually and as a team)

10% Comprehensive Individual Exercise (COMPX)

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.

Week	Topic
1	Introduction to the Simulation
2	Team Development and Team Decision Making
3	Integrative Decision making in a Competitive Environment
4	Development of a Simulation Strategy
5	Practice Round 1/ Debriefing – Marketing
6	Practice Round 2/ Debriefing – Product Development and Introduction
7	Round 1/ Debriefing – Production Capacity
8	Round 2/Debriefing – Human Resource and TQM Decisions
9	Round 3/Debriefing – Sources of Finance
10	Round 4/Debriefing – Strategic Decision Making Distractions
11	Round 5/Debriefing – Global Competitiveness
12	Round 6/Debriefing – Performance Measures and the Balanced Score Card Approach
13	Round 7/Debriefing – Leadership, Ethics, and Team Effectiveness
14	Round 8/Debriefing – Comparative Strategic Approaches
15	Reflection Opportunity for Simulation Exercise
16	Comprehensive Individual Exercise (COMPX)

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, MBA 5900.

- 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.

This capstone course is numbered at a level that reflects it will be a culminating experience for MBA students.

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, will be deleted.

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 for those students completing 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: **Dr. William Minnis or Dr. David Boggs**

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: **\$50. Currently, students enrolled in the current MBA 5890 pay an assessment fee to cover the expenses of the ETS Major Field Test. The plan is to shift this fee to cover the cost of the simulation in MBA 5900.**

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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