

Eastern Illinois University
COURSE PROPOSAL FORMAT

CGS Agenda Item: 08-15 Proposal Effective Date: Spring 2009

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

PART I: CATALOG DESCRIPTION

1. Course prefix and number, such as ART 1000: **MBA 5905**
2. Title (may not exceed 30 characters, including spaces): **Business Research Project**
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): **Second phase of the business research project where the student is engaged in intensive investigation of a topic in cooperation with an approved member of the graduate faculty.**
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.

MBA 5510, MBA 5515 and 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):
 - e. Repeat status: ☐ Course may not be repeated.

x Course may be repeated to a maximum of 6 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): ☐ 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

1. List the student learning objectives of this course:

- 1. Make recommendations that solve business problems using in-depth business knowledge that builds upon existing literature.**
 - 2. Apply the analytical procedures and methods relevant to exploratory research.**
 - 3. Apply appropriate research tools, which could include survey instruments, interviews, telephone surveys, observations, and/or databases.**
 - 4. Defend research methods and results in both report and presentation formats that are ready for submission to an academic journal and presentation at a professional conference within the appropriate discipline.**
 - 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 **#1**
 - Effective critical thinking and problem solving **#2, #3**
 - Effective oral and written communication **#4**
 - 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:

Written report and presentation that are ready for submission to an academic journal and presentation at a professional conference within the appropriate discipline.

- 1. Complete a project that deepens understanding of business knowledge and solves a business problem or provides information that builds on existing literature. (research paper and presentation)**
- 2. Apply the analytical procedures and methods relevant to exploratory research. (research paper and presentation)**
- 3. Collect data using appropriate research tools, which could include survey instruments, interviews, telephone surveys, observations, and/or databases. (research paper and presentation)**

4. Defend research methods and results in both report and presentation formats that are ready for submission to an academic journal and presentation at a professional conference within the appropriate discipline. (research paper and presentation)

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

Paper and presentation that are of significant quality to be considered for publication in an academic journal or presentation at a professional conference.

4. For technology-delivered and other nontraditional-delivered courses/sections, address the following:
- Describe how the format/technology will be used to support and assess students' achievement of the specified learning objectives:
 - Describe how the integrity of student work will be assured:
 - 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:
- course objectives;
 - projects that require application and analysis of the course content; and
 - 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.

The schedule for completion of the project 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 5905. 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. After completion of the research preparation courses, students will

enroll in MBA 5905 as the capstone experience. 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 5905. 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. After completion of the research preparation courses, students will enroll in MBA 5905 as the capstone experience.

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.

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: **The 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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