

ROWAN UNIVERSITY CURRICULUM PROPOSAL

PROPOSAL TITLE: Integrative Seminar C501.521
~~C506.521~~

CHECK APPROPRIATE: UNDERGRADUATE GRADUATE 4.5 SEMESTER HOURS

SPONSOR(S): Dilip Mirchandani, Berhe Habte-Giorgis, Larissa Kyj, Jooh Lee, Robert Fleming, Thomas Michael, Chee Ng, and Kimble Byrd

DEPARTMENT/TELEPHONE # College of Business/256-4048

CHECK ONE: COURSE MINOR PROGRAM CONCENTRATION SPECIALIZATION
 ACHIEVEMENT CERTIFICATE CERTIFICATION PROGRAM MAJOR PROGRAM

Step #1 (Department)	Step #2 (Receipt)	Step #3 (School)
<p><u>10/10/97</u> Approved (Date) <input type="checkbox"/> Not Approved (Date)</p> <p><u>Berhe Habte-Giorgis</u> <u>MBA Dept</u> Curriculum Chr.</p> <p>_____ Reviewed (Date)</p> <p><u>Dilip Mirchandani</u> Dept. Chr. <u>10/26/97</u></p>	<p>SCC# <u>97-98-194</u></p> <p><u>10-24-97</u> Date Received Senate</p> <p><u>G. Reeves</u> Senate Curriculum Chr.</p>	<p>Reviewed Date: <u>11/16/97</u></p> <p><input checked="" type="checkbox"/> Recommend to Approved <input type="checkbox"/> Recommend NOT to Approve</p> <p>Forward for Open Hearing: <input type="checkbox"/> WITHOUT Reservations <input type="checkbox"/> WITH Reservations:</p> <p>Comments:</p> <p><u>[Signature]</u> School Committee Chr.</p>

Step #4 (Academic Dean): Recommended NOT Recommended Conditionally Recommended (See Comments)

Comments:

Dean Signature/Date: [Signature] 11/21/97

Step #5 (Senate Curriculum Committee): Open Hearing Date: 12/14/97 Approved by Curriculum Committee Date 12/12/97

Returned to Sponsor(s) for the following reason:

Step #6 (Senate) Date announced/voted on at Senate 12/14/97 voted on: Approved NOT Approved

Date forwarded to Executive Vice President/Provost _____

Senate Curriculum Committee chair Signature/Date: [Signature] 12/16/97

✓

COLLEGE OF BUSINESS
NEW COURSE PROPOSAL
INTEGRATIVE MBA SEMINAR

1. Details

- a. Course Title: Integrative MBA Seminar ⁰⁵⁰¹ ~~566~~ 571
- b. Sponsors: Dilip Mirchandani, Berhe Habte-Giorgis, Larissa Kyj, Joohe Lee, Robert Fleming, Thomas Michael, Chee Ng, Kimble Byrd
- c. Credit Hours: 4.5 credit hours
- d. Course Level: Graduate
- e. Prerequisites: Completion of all core courses in the MBA curriculum or permission of the instructor
- f. Suggested time and scale of implementation: One section to be offered every spring semester beginning in the spring of 1999.
- g. Curricular Effect: Required of all MBA students
- h. Adequacy of the present staff, resources, space needs, and any other additional requirements for implementation: The proposed change will not require any additional resources. One 3 credit hour course that runs twice a year, Business Policy, has been deleted from the list of courses required in the MBA program.
- i. Recommended Library Resources: No new resources will be required.
- j. Short-term Evaluations: Assessment will be done each semester the course is taught. Faculty teaching the course will conduct learning outcomes assessment and effect change as needed.

2. Rationale

A perennial concern in the MBA curriculum is how to achieve integration of a wide range of disciplines and knowledge which a manager must understand in order to function competently. The traditional framework of the MBA curriculum consisted of a series of courses in accounting, finance, organizational behavior, production management, business policy and strategy, marketing, management information systems, business and society, ethics, law, and quantitative methods.

Under the urging of the American Assembly of Collegiate Schools of Business, a new framework is being advanced which emphasizes an integrated approach to curriculum development. Such integration must go beyond the sharing of common course materials to demonstrate a high degree of pedagogical coordination across various disciplines and among all faculty members. As a result of the new AACSB initiatives, a growing number of MBA programs in the area have already modified their curricula to reflect greater integration.

The proposed course will be presented as a capstone course, which will reinforce and integrate core courses, supplement selected areas, address contemporary issues and allow teams of students to utilize strategic audits and process analysis techniques to examine operational and administrative processes of business organizations. The capstone course will be divided into two parts: class part that supplements selected areas and explores new issues, and a major project part which will require student teams to analyze how organizations use people, operational management, information systems and financial measurements to achieve strategic and operational effectiveness.

3. Essence of the course

a. The Objectives

As a result of this course the student will:

1. Reinforce and integrate knowledge of MBA core courses.
2. Develop a better understanding, through supplementary materials, in selected areas that are not covered, in-depth, in the core courses e.g. , legal and regulatory issues.
3. Be exposed to current business issues as they develop.
4. Apply knowledge and skills to real world business problems and thereby demonstrate integrated problem solving.
5. Develop the abilities to conduct feasibility studies.
6. Demonstrate project management skills.

b. Topic outline/contents

The capstone course is divided into two parts:

Class that supplements selected areas and facilitates the Project

a) Consulting, Project Management Tools

Project Management Skills:

- ◆ Project management as an art and a science
- ◆ Developing realistic project timetables
- ◆ Scheduling tasks within a project
- ◆ Delegating project responsibility and authority
- ◆ Accountability as a project management tool
- ◆ Barriers to effective project management
- ◆ Ensuring project management effectiveness
- ◆ Using project management software

Consulting Skills:

- ◆ Structuring a consulting engagement
- ◆ Developing and nurturing successful client/consultant relationships
- ◆ Client expectations
- ◆ Roles of consultants and clients
- ◆ Managing a successful consulting engagement
- ◆ Skills and abilities of a successful consultant
- ◆ Consulting protocols

b) Strategic Frameworks module

- ◆ Various approaches and schools of thought pertaining to strategic management
- ◆ Frameworks for external and competitive analysis
- ◆ Frameworks for internal analysis
- ◆ Integrative frameworks for combining external and internal analyses
- ◆ Frameworks for strategy implementation
- ◆ Global dimensions of strategy formulation and implementation
- ◆ Diversification issues in strategic management

c) Legal and Regulatory

- ◆ Legal status of the business contract under statutory and common law. – Formation, execution, breach and damage implications
- ◆ Parameters of potential liability for corporate activities recognized as criminal in nature, including antitrust. – Monopolies, mergers and acquisitions.
- ◆ Private and public offerings of securities, fraud and insider trading.
- ◆ Intellectual property. – Patents, trademarks and copyrights
- ◆ Legal framework of agency and labor-management relations. – Employment, discrimination and unionization.
- ◆ Historical development of tort liability for products and consumer protection. – Sales practices, product safety, and advertising.

- ◆ Environmental issues and compliance –Environmental risk management

d) Contemporary Issues in Business

- ◆ Change in the organizations and Design of Work
- ◆ Change in the Work Force (composition, attitude)
- ◆ Developments in Marketing Theory and Practice
- ◆ Change in the Market

e) Change Management

- ◆ Action Research and Organizational Intervention
- ◆ Resistance and Process of Change
- ◆ Data Collection: Observation, Interaction and Subjectivity
- ◆ Models for Intervention

Project

The project may be may be "live" requiring a significant amount of primary research with a company or based on mainly on secondary research. The projects will be supervised, at least initially, by a panel of faculty members -- over time this may lead to certain faculty members becoming "experts" on certain industries and thereby creating some specialization among the faculty.

The Project is designed to primarily address the above mentioned goals 4 through 6. The following sets of Project criteria are provided for consideration as a set of parameters used to define and evaluate the integrative projects for the capstone course.

In addition to having a management team that will provide a meaningful learning experience to our students and recognize the value in the contribution of our student consulting teams, each selected project should satisfy a number of criteria out of the following sets of items.

Seven of the following 12 criteria **must be addressed** in each Project:

1. Environmental Scanning - Monitoring and analyzing the external environment of an organization to determine the threats and opportunities that the environment presents to the organization.
2. Financial Analysis - Use of financial tools, such as ratio analysis, to evaluate the financial situation of an organization.
3. Strategic/Tactical/Operational Planning & Analysis – Perform Stakeholder needs analysis and formulate mission-driven plans that support the goals and objectives of an organization. Conduct operational analysis of the present operating practices, processes, and procedures of an organization and develop appropriate benchmarks for improving competitiveness.

4. Marketing Mix Decisions - Making a series of decisions including the product/service, price, promotion, and physical distribution of a product of service offering.
5. Human Resource Planning - Developing and implementing plans, based on the organization's strategic plan, that ensure the availability of qualified individuals to staff all present and anticipated positions in an organization.
6. Strategic Use of Information and Technology - Understanding the strategic value of information and using information in a manner that increases the organization's competitive advantage.
7. Legal and Ethical Decision Making - Making decisions that are in compliance with applicable laws and regulations and are based on ethical decision making principles.
8. Global Dimensions - Where applicable, address the appropriate global dimensions including, but not limited to, global sourcing, international markets and market entry, globally dispersed value chain, and role of international alliances.
9. Use of applicable financial and economic modeling tools including (use at least one of following):
 - Information Economics: Signaling; information asymmetry and market imperfection; winner's curse; moral hazards; self-selection; adersion-selection; separating and pooling equilibria.
 - Risk Management: The hedging of potential undesirable outcome for a project by using derivative assets so that a predetermined rate of return is "locked in" regardless of the state that eventually occurs. Other than the naive hedge, students will engage in numerous hedging strategies using various derivative assets available. Default, purchasing power and foreign-exchange risk will be dealt with in-depth in any transaction.
 - Project Abandonment - Constant evaluation of project abandonment as a viable option to maximize intertemporal owners' wealth. Sophisticated option pricing model (OPM) and/or its hybrids will be used to estimate the strategic option's value for the remaining cash flows of any project.
 - Non-competitive Game Theory - Games and strategies; prisoner's dilemma; Nash, perfect, Bayesian, and perfect Bayesian equilibria.
10. Restructuring - Enhance the concept of synergy, and efficiency through downsizing, merger and acquisition, LBO/MBO. Discuss the internal structure and changing nature of a firm/project in relation to vertical boundaries and horizontal scope.
11. Feasibility Analysis - Evaluating the technical, operational, and economic feasibility of a proposal.
12. Quality Management - Developing and implementing actions to ensure and enhance the quality of products and/or services offered by an organization.

c. Evaluation and Grading

Students in this course will be evaluated on the following basis:

In the Project portion of the course, students must satisfy a number of criteria as described above and will be evaluated on the quality of the final Project report.

The class portion of the course will be primarily assessed on timely definition and completion of Project deliverables.

d. Course evaluation

Evaluation methods currently in use in the MBA program for all courses will be applied to this course.

4. Consultation

The proposal presented here was developed by a committee formed of representatives of all specializations in the College of Business. The committee studied practices of schools comparable in size and mission to Rowan before it arrived at a concrete proposal. Also, see attached consultations.

CATALOG DESCRIPTION

INTEGRATIVE MBA SEMINAR

A capstone course for the MBA Program, it aids students in reinforcing and integrating core courses by studying strategic audits and process analysis techniques. Student projects will use teams to analyze how organizations use people, operational management, information systems and financial measurements to achieve strategic and operational effectiveness.

Prerequisites: Completion of all core courses in the MBA curriculum or permission of the instructor.

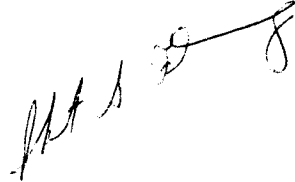
ROWAN

Management & Management Information Systems

(609) 256-4026

Fax: (609) 256-4439

TO: Dilip Mirchandani, MBA Director
From: Robert S. Fleming, Chair, Management & MIS Department
Date: October 17, 1997
Subject: Integrative Seminar Course Proposal



I have reviewed the course proposal developed by the MBA Curriculum Revision Committee for the Integrative Seminar course. On behalf of the Department of Management & MIS, I would communicate our support for this course. This course should be an integral component of the revised MBA program.

Should I be able to provide further support for this proposal, please feel free to contact me.

ROWAN

To: Dilip Mirchandani, MBA Director

From: Berhe Habte-Giorgis, Chair, Marketing Department *BHG*

Date: 10/17/97

Re: Integrative Seminar

On behalf of the Department of Marketing, I would like to express our support for the new course. The course will enable MBA students to view the coursework in the program as part of an integrated whole. It will solve the "silo effect"; a problem often expressed by AACSB and other program reviewers. Definitely, AACSB will view our move favorably. As participants in the teaching of the course, we will do our best to make it a success.



To: Dilip Mirchandani, MBA Director

From George C. Romeo, Chair of Accounting/Finance

Date October 20, 1997

I am happy to report that the faculty members of the Accounting/Finance Department are in support of the new course proposal developed by the MBA Curriculum Revision Committee for the Integrative Seminar course. It should be a valuable addition to the curriculum for all MBA majors.

Step #7 (Executive Vice President/Provost): Date Received _____

Approved

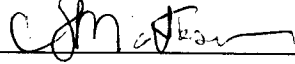
NOT Approved If no, reasons are as follows:

Student Credit Hours _____

Faculty Load Hours _____

Equalized Credit Hours _____

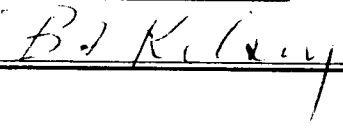
Official Copy & Approval Sheet Filed (Date) 11/21/98

Executive Vice President/Provost Signature 

Registrar

Date Approved Course Description Received 28 Jan 98

Hegis Taxonomy and Course Number Assigned CS 06.521

Date/Signature of Registrar 

Notification Forward:

_____ Senate Curriculum Committee Chairperson

_____ Department Chairpersons

_____ Academic Dean(s)

_____ Registrar

_____ Sponsor(s)