MBA 6021 Work-Based Project

Workflow Curriculum Modification - Course Change

Please verify your answers to the previous questions before clicking Submit Request at the bottom of the page.

1. Proposed course prefix and number:
MBA 6021

2. Proposed credit hours:
3

3. Proposed course title:
Work-Based Project

4. Proposed course prerequisites:
none

5. Proposed course corequisites:
none

6. Proposed course prerequisites that may be taken concurrently (before or at the same time):
none

7. Minimum grade for prerequisites (default grades are D for Undergrad and C for Grad):
none

8. Major and/or minor restrictions:
Include

9. List all the four-digit major and/or minor codes (from Banner) that are to be included or excluded:
ACTM, MBAM, MBBM, MBFM, MBGM, MBHM, MBIM, MBKM, MBSM

10. Classification restrictions:
Not Applicable

11. List all the classifications (freshman, sophomore, junior, senior) that are to be included or excluded:
none

12. Level restriction:
Not Applicable

13. List the level (undergraduate, graduate) that is to be included or excluded.
Not Applicable

14. Do prerequisites and corequisites for 5000-level courses apply to undergraduates, graduates, or both?
Not Applicable

15. Is this a multi-topic course?
No

16. Proposed course title to be entered in Banner:
Work-Based Project

17. Is this course repeatable for credit?
No

18. Is this course mandatory credit/no credit?
No

19. Select class type:
Supervision or Practicum

20. How many contact hours per week for this course?
3

A. Please choose Yes or No to indicate if this class is a Teacher Education class:
No

B. Please choose the applicable class level:
Graduate

C. Please respond Yes if this is a current general education course and/or a course being submitted for the new WMU Essential Studies program. Please respond No if it is neither.
No

D. Explain briefly and clearly the proposed improvement.
This course fits with the re-engineering of the MBA curriculum at Western Michigan University to provide entry and middle level managers skills and knowledge that advance their careers through (1) credit for life experiences, (2) skill-based curricula, i.e. every course provides skills that can be immediately applied in professional life, and (3) hybrid/hyflex/online courses that

maintain benefits of live relationships and interaction, but reduce the time required to be on-campus. Specifically, this will provide working professionals an opportunity to apply knowledge from their classes, with guidance from a faculty advisor, to a significant project at their organization.

E. Rationale. Give your reason(s) for the proposed improvement. (If your proposal includes prerequisites, justify those, too.).
Popularity of the traditional MBA is shrinking. Between 2014 and 2018, the number of accredited full-time M.B.A. programs in the U.S. shrank 9% to 1,189, with schools reporting 119 fewer two-year degrees in the most recent survey by the Association to Advance Collegiate Schools of Business. For the second consecutive year, even the highest ranked business schools in the U.S. are beginning to report significant declines in M.B.A. applications and the worse is yet to come, with many M.B.A. programs experiencing double-digit declines. About 10% to 20% of the top 100 M.B.A. programs in the U.S. will likely close in the next few years, with even greater fallout among second- and third-tier schools. On-line and specialized skills (credentials) are increasing. Shorter and more-flexible graduate business degrees have proliferated. Specialized subjects like data analytics are growing at 16%, on-line MBA programs have doubled in the last six years. Enrollment in the MBA program at WMU overall has declined 31% from its peak in fall 2010 to fall 2018. Main campus enrollment was down 30.9% and enrollment at regional sites was down 42.1%. Thus, the need for a change in the MBA program at WMU.

F. List the student learning outcomes for the proposed course or the revised or proposed major, minor, or concentration. These are the outcomes that the department will use for future assessments of the course or program.
This course is designed for students who are involved in a substantial work-based project that they would like to incorporate as part of their MBA program. Students are advised by a faculty member and will receive academic credit for their final deliverables. The students benefit by the oversight of the faculty member and will utilize the knowledge and skills learned in the program to address a current problem or issue in their organization. Specific Learning Objectives include: o Demonstrate their competency in integrating their knowledge and skills to analyze and develop solutions to the problems faced by their organization. o The ability to display leadership qualities while working with organizational stakeholders to address specific issues of concern. o Ability to competently outline issues, create initiatives and determine effective solutions to a current organizational problem in both written reports and in verbal presentations.

G. Describe how this curriculum change is a response to student learning assessment outcomes that are part of a departmental or college assessment plan or informal assessment activities.
This curriculum change is a result of research into market trends and the needs of business professionals and hiring organizations. Specific Learning Goals that will be assessed in the new program includes: 1. Students will be knowledgeable about and be able to put into practice effective Leadership Skills 2. Students will be knowledgeable about and be able to put into practice effective Communication Skills 3. Students will gain knowledge and be proficient in Strategic Decision Making by gaining an understanding of data analysis, functional business areas and the ability to develop strategic plans for business.

H. Effect on other colleges, departments or programs. If consultation with others is required, attach evidence of consultation and support. If objections have been raised, document the resolution. Demonstrate that the program you propose is not a duplication of an existing one.
N/A

I. Effect on your department's programs. Show how the proposed change fits with other departmental offerings.
This elective course allows students to meet the requirements of the new MBA

J. Effects on enrolled students: are program conflicts avoided? Will your proposal make it easier or harder for students to meet graduation requirements? Can students complete the program in a reasonable time? Show that you have considered scheduling needs and demands on students' time. If a required course will be offered during summer only, provide a rationale.
There will be no effect on students meeting the graduation requirements.

K. Student or external market demand. What is your anticipated student audience? What evidence of student or market demand or need exists? What is the estimated enrollment? What other factors make your proposal beneficial to students?
Our anticipated audiences are our current Haworth College of Business graduate students as well as other graduate students at WMU. In the short-term, we do not anticipate any significant change in demand for this course.

L. Effects on resources. Explain how your proposal would affect department and University resources, including faculty, equipment, space, technology, and library holdings. Tell how you will staff additions to the program. If more advising will be needed, how will you provide for it? How often will course(s) be offered? What will be the initial one-time costs and the ongoing base-funding costs for the proposed program? (Attach additional pages, as necessary.)
There is no expected change in relation to departmental or university resources.

M. With the change from General Education to WMU Essential Studies, this question is no longer used.
For courses requesting approval as a WMU Essential Studies course, a syllabus identifying the student learning outcomes and an action plan for assessing the student learning outcomes must be attached in the Banner Workflow system.
Not Applicable

N. (Undergraduate proposals only) Describe, in detail, how this curriculum change affects transfer articulation for Michigan community colleges. For course changes, include detail on necessary changes to transfer articulation from Michigan community college courses. For new majors or minors, describe transfer guidelines to be developed with Michigan community colleges. For revisions to majors or minors, describe necessary revisions to

Michigan community college guidelines. Department chairs should seek assistance from college advising directors or from the admissions office in completing this section.
N/A

O. Current catalog copy:
N/A - this is a new course.

P. Proposed catalog copy:
MBA 6021 - Work-Based Project This course is designed for students who are involved in a substantial work-based project that they would like to incorporate as part of their MBA program. Students are advised by a faculty member and will receive academic credit for their final deliverables. The students benefit by the oversight of the faculty member and will utilize the knowledge and skills learned in the program to address a current problem or issue in their organization. Students must submit an application and be approved to take this course.

Prerequisites/Corequisites: None.
Credits: 3 hours
Restrictions Enrollment in HCOB graduate business courses requires admission to the MBA or MSA program or the approval of the Director of Graduate Business Programs.
Notes: Open to Graduate students only. When Offered: Fall, Spring, Summer 1, Summer

MBA 6021
WORK-BASED PROJECT
Example Syllabus

COURSE LEARNING OBJECTIVES

MBA 6021 is designed for students who are involved in a substantial work-based project that they would like to incorporate as part of their MBA program. Students are advised by a faculty member and will receive academic credit for their final deliverables. The students benefit by the oversight of the faculty member and will utilize the knowledge and skills learned in the program to address a current problem or issue in their organization.

Specific Learning Objectives include:

o Demonstrate their competency in integrating their knowledge and skills to analyze and develop solutions to the problems faced by their organization.

o The ability to display leadership qualities while working with organizational stakeholders to address specific issues of concern.

o Ability to competently outline issues, create initiatives and determine effective solutions to a current organizational problem in both written reports and in verbal presentations.

These course objectives fit well with the overall Learning Goals for the MBA program. Specifically:

1. *Students will be knowledgeable about and be able to put into practice effective <u>Leadership</u> Skills*

2. *Students will be knowledgeable about and be able to put into practice effective <u>Communication</u> Skills*

3. *Students will gain knowledge and be proficient in <u>Strategic Decision Making</u>*

COMPANY PROJECT

Students will conduct a preliminary investigation of significant strategic issue that needs to be addressed this may include a new undertaking, an ongoing project, or a future initiative in their organization. They will work under the guidance of a faculty advisor to develop a proposal which defines the issues and scope of project. The proposal needs to be approved by a faculty advisor and the company for which the project will be focused.

Approval Process

1. Students will work with a faculty advisor and directly with their organization to determine if there is a work-based project that would be appropriate for this course.

2. If the student, the faculty advisor, and the organization tentatively agree on a project to pursue, the student will write up a proposal, fill out and submit the application for the class.

3. The faculty advisor as well as the Director of Graduate Programs must approve the application.

4. The student and faculty advisor will create a "learning contract" ahead of time that outlines fieldwork requirements, frequency of meetings, and parameters for evaluation.

Deliverables

o   <u>Pre-Project Written Report</u> – the information in this document will provide an outline and analysis of the issue that the project will address.
o   <u>Post-Project Written Report</u> – this report will include the issues included in the pre-project paper, it will then outline data and information gathered to better understand the problem, provide specific actions or recommendations to address the issues outlined.
o   <u>Final Presentation</u> – a final presentation outlining the highlights in the report and will be attended by both the academic advisor and appropriate organizational representatives.
o   <u>Periodic Progress Reports</u> – progress reports (written and/or verbal) will be given to the faculty advisor on a regular basis.

Note: The faculty supervisor must keep a copy of the final written report on file for one year, but any confidential information included in the study will be limited to "instructor use only" and held in the strictest confidence.

Example Projects:

·   Creating the strategic plan for a department, product line or location, including product roadmap, architecture, budget, staffing, product pricing, and additional resources needed.

·   Helping the organization to determine how to manage the business and political issues around the pricing and marketing of specific products and services.

·   Analyzing the organization's current price positioning, analyzing the contribution/break-even analysis of its product lines, and presenting strategic recommendations for the future.

- Working with the organization to streamline their supply chain in order to create greater efficiencies and improve their profit margin.

REQUIRED MATERIALS

The materials required for MBA 6005 will be determined by the instructor/advisor and determined based on the needs of the project.

COURSE EVALUATION

The methods and outcomes from which to evaluate the course will include: 1) written papers; 2) a final presentation; and 3) periodic progress reports (verbal and/or written).

UNIVERSITY GUIDELINES

Latest WMU guidelines (academic integrity, accommodations for persons with disabilities, etc.) that are required to be included in syllabus.