

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		09-166.	R-3/25/10 AP-4/1/10	App-4/20/10

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

Contact Person: Joette Wisnieski	Email Address: wisnie@iup.edu
Proposing Department/Unit: Management	Phone: 75912

Check all appropriate lines and complete information as requested. Use a separate cover sheet for each course proposal and for each program proposal.

1. Course Proposals (check all that apply)		
<input checked="" type="checkbox"/> New Course	<input type="checkbox"/> Course Prefix Change	<input type="checkbox"/> Course Deletion
<input type="checkbox"/> Course Revision	<input type="checkbox"/> Course Number and/or Title Change	<input type="checkbox"/> Catalog Description Change
<u>Current Course prefix, number and full title</u>		<u>Proposed course prefix, number and full title, if changing</u>
		MGMT 425 Franchising: Methods and Management
2. Additional Course Designations: check if appropriate		
<input type="checkbox"/> This course is also proposed as a Liberal Studies Course.	<input type="checkbox"/> Other: (e.g., Women's Studies, Pan-African)	
<input type="checkbox"/> This course is also proposed as an Honors College Course.		
3. Program Proposals		
<input type="checkbox"/> New Degree Program	<input type="checkbox"/> Program Title Change	<input type="checkbox"/> Program Revision
<input type="checkbox"/> New Minor Program	<input type="checkbox"/> New Track	<input type="checkbox"/> Other
<u>Current program name</u>		<u>Proposed program name, if changing</u>
4. Approvals		
Department Curriculum Committee Chair(s)	Hussam A. Shamma:	1/27/09
Department Chair(s)	J. W. O.	1/27/09
College Curriculum Committee Chair	C. G. J. J. J.	3/16/09
College Dean	John Long	4/6/09
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)		
UWUCC Co-Chairs	Gail Sedquist	4-1-10

* where applicable

<p>Received MAR 31 2010 Liberal Studies</p>	<p>Received FEB 17 2010 Liberal Studies</p>	<p>Received APR 16 2009 Liberal Studies</p>
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II. Description of Curriculum Change

1. Syllabus of Record

The syllabus of Record is attached—Appendix A

2. Course Analysis Questionnaire

Section A: Details of the course

A1. How does this course fit into the programs of the department? For which students is the course designed? (majors, students in other majors, liberal studies). Explain why this content cannot be incorporated into an existing course.

A1. This course is designed for students who hope to open a franchise business and also to those students who believe they will be able to someday franchise their own business. Topics covered in this course will include discussing the advantages and disadvantages of franchises, laws and regulations, forms of franchising, franchise contracts, and current trends in franchising. Students will be able to read and evaluate the Franchise Disclosure Documents (FDD).

A2. Does this course require changes in the content of existing courses or requirements for a program? If catalog descriptions of other courses or department programs must be changed as a result of the adoption of this course, please submit as separate proposals all other changes in courses and/or program requirements.

A2. No existing courses nor requirements will be affected by this new course.

A3. Has this course ever been offered at IUP on a trial basis (e.g. as a special topic) If so, explain the details of the offering (semester/year and number of students).

A3. This course has never been offered at IUP.

A4. Is this course to be a dual-level course? If so, please note that the graduate approval occurs after the undergraduate.

A4. This course will not be dual listed.

A5. If this course may be taken for variable credit, what criteria will be used to relate the credits to the learning experience of each student? Who will make this determination and by what procedures?

A5. This course will not be taken for variable credit.

A6. Do other higher education institutions currently offer this course? If so, please list examples (institution, course title).

A6. Following is a partial list of other four-year accredited institutions that offer a similar course for entrepreneurship or management students.

DePaul University
Northwestern University
Georgetown University

A7. Is the content, or are the skills, of the proposed course recommended or required by a professional society, accrediting authority, law or other external agency? If so, please provide documentation.

A7. This course is consistent with the AACSB accreditation.

Section B: Interdisciplinary Implications

B1. Will this course be taught by instructors from more than one department or team taught within the department? If so, explain the teaching plan, its rationale, and how the team will adhere to the syllabus of record.

B1. This course will only be taught by management faculty.

B2. What is the relationship between the content of this course and the content of courses offered by other departments? Summarize your discussions (with other departments) concerning the proposed changes and indicate how any conflicts have been resolved. Please attach relevant memoranda from these departments that clarify their attitudes toward the proposed change(s).

B2. This course will not impact other departments.

B3. Will this course be cross-listed with other departments? If so, please summarize the department representatives' discussions concerning the course and indicate how consistency will be maintained across departments.

B3. This course will not be cross-listed with other departments.

B4. Will seats in this course be made available to students in the School of Continuing Education?

B4. Seats will be made available to students in the School of Continuing Ed.

Section C: Implementation

C1. Are faculty resources adequate? If you are not requesting or have not been authorized to hire additional faculty, demonstrate how this course will fit into the schedule(s) of current faculty. What will be taught less frequently or in fewer sections to make this possible? Please specify how preparation and equated workload will be assigned for this course.

C1: This course will be offered on a limited basis as faculty are available.

C2. What other resources will be needed to teach this course and how adequate are the current resources? If not adequate, what plans exist for achieving adequacy? Reply in terms of the following:

- *Space
- *Equipment
- *Laboratory Supplies and other Consumable Goods
- *Library Materials
- *Travel Funds

C2: Resources

There is adequate space in the Eberly building to accommodate this course. No special equipment or laboratory space is needed. The library resources are adequate. No travel funds are needed.

C3. Are any of the resources for this course funded by a grant? If so, what provisions have been made to continue support for this course once the grant has expired? (Attach letters of support from Dean, Provost, etc.)

C3. None of the resources to teach this course are funded by a grant.

C4. How frequently do you expect this course to be offered? Is this course particularly designed for or restricted to certain seasonal semesters?

C4. This course will be offered every other year. Summer offerings would be based on achieving adequate enrollment.

C5. How many sections of this course do you anticipate offering in any single semester?

C5. There will be no more than one section offered in a semester.

C6. How many students do you plan to accommodate in a section of this course? What is the justification for this planned number of students?

C6. Each section can accommodate up to 45 students. This is the number of the average size classroom in Eberly.

C7. Does any professional society recommend enrollment limits or parameters for a course of this nature? If they do, please quote from the appropriate documents.

C7. I am not aware of any professional society recommendations for enrollment limits or other parameters for this course.

C8. If this course is a distance education course, see the Implementation of Distance Education Agreement and the Undergraduate Distance Education Review Form in Appendix D and respond to the questions listed.

C8. This course is not intended for distance education delivery but could easily be adapted in the future if student and program needs change.

Appendix A

Syllabus of Record

I. Catalog Description

MGMT 425 Franchising Methods and Management (3c-01-3cr)

Prerequisites: MGMT 275 for nonbusiness majors

Catalog Course Description:

Covers the principles and activities involved in starting and managing a new franchise from the perspective of the franchiser and franchisee.

Course Objectives:

At the successful conclusion of the course, the students will be able to:

1. Explain the importance of franchising in the U.S. economy
2. Demonstrate an understanding of the concept of franchising and compare the different types of franchises
3. Identify the benefits and limitations of buying a franchise
4. Summarize the most important legal aspects of franchising
5. Argue the right way to purchase a franchise
6. Explain current trends shaping franchising

Required Text: Franchising, Robert T. Justis, Richard J. Judd, Dame Publishing, 2007.

Evaluation Methods:

Written Assignments	20%
Class Participation	20%
Midterm and Final	40%
Group Project	20%

Grade Breakdown

A	=	90-100
B	=	80- 89
C	=	70-79
D	=	60-69
F	=	less than 60

Written Assignments:

Each student will prepare two case analyses during the semester according to the assignment questions handed out by the instructor at the start of the course. The analyses should demonstrate an understanding of the critical issues of the case, and tie the analysis to class material. Grades will be reduced for grammatical, spelling or presentational flaws.

Group Assignment:

Teams will choose one franchise from a list provided by the instructor and present an analysis of this opportunity to the students using information from the book and their own research. This analysis should include appropriate financial analysis including proformas.

Course Outline:

Lesson 1: What is Franchising	4 hrs
Lesson 2: Types of Franchising	4 hrs
Trade Name	
Product Distribution	
Pure	
Hybrid	
Lesson 3: Benefits of Purchasing a Franchise	4 hrs
Krispy Krème	
Lesson 4: Drawback of Purchasing a Franchise	4 hrs
Subway	
Lesson 5: Franchising and the Law	4 hr
Cartridge World	
Midterm	2 hrs
Lesson 6: Purchasing a Franchise, The Right Way	4 hrs
Jani-King	
Lesson 7: Franchise Disclosure Document (FDD)	4 hrs
UPS Store	
Lesson 8: Trends in Franchising	4 hrs
Anytime Fitness	
Lesson 9: International Franchising	4 hrs

KFC

Lesson 10: Multiple Unit Franchising
McDonalds

4 hrs

Final Exam/Culminating Activity

2 hrs

Total

44 academic hrs

Special Resource Requirements

None

Other – Undergraduate Course Attendance Policy

The university expects all students to attend class. Your attendance and participation in class is an important component and as such, is graded. Case study teaching methods depends on student participation. Being prepared and ready to participate in class discussion method is essential.

Bibliography

Fairbourne, J., Gibson, S.W., & Gibb, W., Jr. (2007) *MicroFranchising: Creating Wealth at the Bottom of the Pyramid* , UK:Edward Elgar Publishing.

Welsh, D. H. B., Alon, I., & Falbe, C. M. (2006). An Examination of Retail Franchising in Emerging Markets. *Journal of Small Business Management*, 44(1), 130-49.

Blair, R. D., & Lafontaine, F. (2005). *The Economics of Franchising*, Cambridge, MA : Cambridge University Press, 2005

Brickley, J., & Dark, F. (1987). The Choice of Organizational Form: The Case of Franchising, *Journal of Financial Economics* 18, 401-20.