

LSC Use Only No:	LSC Action-Date:	UWUCC USE Only No.	UWUCC Action-Date:	Senate Action Date:
		19-48c	App-4/1/10	App-4/20/10

Curriculum Proposal Cover Sheet - University-Wide Undergraduate Curriculum Committee

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Proposing Department/Unit Management	Phone 724-357-5912

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 type="checkbox"/> New Course	<input type="checkbox"/> Course Prefix Change	<input type="checkbox"/> Course Deletion
<input checked="" type="checkbox"/> Course Revision	<input type="checkbox"/> Course Number and/or Title Change	<input type="checkbox"/> Catalog Description Change
MGMT 310		
<u>Current</u> Course prefix, number and full title		<u>Proposed</u> course prefix, number and full title, if changing
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</u> program name		<u>Proposed</u> program name, if changing
4. Approvals		
Department Curriculum Committee Chair(s)	<i>Joette Wisnieski</i>	3/1/10
Department Chair(s)	<i>Pravoto B. W.</i>	3/1/10
College Curriculum Committee Chair	<i>G. Embell</i>	3/3/10
College Dean	<i>R. Camp</i>	3/17/10
Director of Liberal Studies *		
Director of Honors College *		
Provost *		
Additional signatures as appropriate: (include title)		
UWUCC Co-Chairs	<i>Gail S Sedquist</i>	4-1-10

* where applicable

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MAR 26 2010
Liberal Studies

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Indiana University of Pennsylvania
The Eberly College of Business and Information Technology
Department of Management

Course # & Title: MGMT 310 **Principles of Management (3 cr)**

I. Catalog Course Description: Provides the student with an in-depth identification and understanding of the relevant theories, concepts, and principles underlying the management function.

II. Course Outcomes/Objectives:

1. Comprehend the theories and frameworks pertaining to leadership and team work. (Eberly Goal 4, Objective A)
2. Demonstrate knowledge of socially sensitive tenets for working with people of different cultures. (Eberly Goal 5, Objective A)
3. Comprehend the concepts pertaining to CSR and ethics. (Eberly Goal 6, Objective A)
4. Discuss the basic activities and functions of managers in an organizational setting.
5. Analyze the influence of business functions and the behavioral sciences on the practice of management.
6. Identify the social, legal, political, economic, technological and global influences on organizations.

III. Detailed Course Outline:

Hours	Topic	Assignment	Main Course Objectives Addressed
2	Orientation: Syllabus Review and Group Forming Introduction to Management and Organizations	Chapter 1	Obj. 4
4	Management Yesterday and Today Organizational Culture and the Environment	Chapter 2 Chapter 3	Obj. 4, 5, 6
4	Managing in a Global Environment Social Responsibility and Managerial Ethics	Chapter 4 Chapter 5	Obj. 2 (Eberly Goal 5, Objective A), Obj. 3 (Eberly Goal 6, Objective A) Obj. 6
1.5	<i>First Midterm Exam</i>	<i>Chapters 1 – 5</i>	
4	Decision Making Foundations of Planning	Chapter 6 Chapter 7	Obj. 1 (Eberly Goal 4, Objective A) Obj. 6
4	Strategic Management Planning Tools and Techniques	Chapter 8 Chapter 9	Obj. 1 (Eberly Goal 4, Objective A) Obj. 6
1.5	<i>Second Midterm Exam</i>	<i>Chapters 6 - 9</i>	
4	Organization Structure and Design Communication and Information Technology	Chapter 10 Chapter 11	Obj. 4,5
4	Human Resource Management Managing Change and Innovation	Chapter 12 Chapter 13	Obj. 4,5
1.5	<i>Third Midterm Exam</i>	<i>Chapters 10 - 13</i>	
5	Foundations of Behavior Understanding Groups and Teams	Chapter 14 Chapter 15	Obj. 1 (Eberly Goal 4, Objective A) Obj. 4
5	Motivation Leadership	Chapter 16 Chapter 17	Obj. 1 (Eberly Goal 4, Objective A) Obj. 4 & 5
1.5	Foundations of Control	Chapter 18	Obj. 4 & 5
2	Final Exam	Chapters 1,6,7,10,14, 15, 16, 17, and 18	

IV. Evaluation Methods:

The following evaluation system and weights will be used to determine the final grades:

Evaluative Tool	Weight	Course Objectives Measured (predominantly)
Exams (4 exams--20% each) <ul style="list-style-type: none"> • Objective Questions • Short Answers (one to two paragraphs) • Numerical Problems 	80%	Obj. 1 (Eberly Goal 4, Objective A) Obj. 2 (Eberly Goal 5, Objective A), Obj. 3 (Eberly Goal 6, Objective A) Obj. 4,5,6
Assignments (2)	10%	Obj. 1 (Eberly Goal 4, Objective A) Obj. 2 (Eberly Goal 5, Objective A), Obj. 3 (Eberly Goal 6, Objective A) Obj. 4,5,6
Classroom participation	10%	

Points earned for each grade component will be summed to obtain a total score for the course. Final letter grades will follow the standard scale of A = 900 points or greater; B = 800-899; C = 700-799; D = 600-699; and F = 599 or below. Components of the final grade will consist of the following:

Exam I	20%
Exam II	20%
Exam III	20%
Exam IV	20%
Quizzes, Assignments, and Participation	20%
Total	1000 points

Exams: Exams will cover the basic lecture and discussion material presented in class and covered in assigned readings, including both the textbook and any supplemental material. These four exams will essentially set up the backbone knowledge necessary for completion of the other required course tasks. Makeup exam policy will be consistent with undergraduate attendance policy in the undergraduate catalog.

Assignments: The instructor will use assignments such as cases, quizzes, and other written assignments in student assessment.

Class Participation: Participation and interaction are essential components of strategic management. Class attendance is therefore a requirement. Class role will be taken regularly. Additional contributions that create a positive class contribution grade include: 1) questions and comments during class discussions, 2) answering questions during discussions, 3) being prepared for cases ahead of time, 4) being a recognized leader in your group, 5) showing up on-time with a positive mindset, and 6) other signs of positive interaction and participation. Negatives that result in poor contribution scores are: 1) tardiness, 2) unprofessional disruptions during the class, 3) not attending classes, 4) being unprepared for class or case discussion, 5) lack of participation in group, 6) poor peer evaluations, 7) not switching off cell phones when you come to the class, 8) engaging in activities unrelated to the class like reading newspapers and doing assignments for other classes and 9) other similar acts or attitudes. Each student will begin with the maximum number of points available. Point will be removed for every day you miss class. An absence during presentations will result in a larger penalty, as these are essential learning periods. Additional points may be gained (or lost) by contributing in the above-mentioned positive (or negative) ways.

V. Example Grading Scale

The final grades will be based on the following distribution:

90% and above	A	80% - 89.9%	B
70% - 79.9%	C	60% - 69.9%	D

VI. Course Attendance Policy

Will be developed by individual faculty in accordance with the policy in the undergraduate catalog.

VII. Required Course Materials:

Robbins, Stephen, P. and Mary Coulter, Management, (Ninth Edition), Upper Saddle River, NJ: Prentice-Hall, Inc., 2007. ISBN: 0-13-225773-4

VIII. No special resource requirements.

IX. Additional Resources

Ashkanasy, Neal M., Celeste P. M. Wilderom and Mark F. Peterson (ed.), Handbook of Organizational Culture & Climate, Thousand Oaks, CA: Sage Publications, 2000.

Barney, Jay and William Hesterly, Strategic Management and Competitive Advantage: Concepts and Cases, (Second Edition), Upper Saddle River, NJ: Pearson Prentice-Hall, Inc., 2008.

Blanchard, P. Nick and James W. Thacker, Effective Training, Systems, Strategies, and

Practices, (Third Edition), Upper Saddle River, New Jersey: Pearson/Prentice Hall, 2007.

Buckingham, Marcus, The One Thing You Need to Know: ... About Great Managing, Great Leading, and Sustained Individual Success, New York: Free Press, 2005.

Burns, Tom and G. M. Stalker, The Management of Innovation, London: Tavistock Publications, 1961.

Chandler, A. D., Jr., Strategy and Structure, Cambridge, Massachusetts: MIT Press, 1962.

Clutterbuck, David and Stuart Crainer, Makers of Management Men and Women Who Changed the Business World, London: MacMillan London Limited., 1990.

Coch, Lester and John R. French, "Overcoming resistance to change," Human Relations, 1948, pp. 161-183.

Daft, R. L., Organization Theory and Design, (Ninth Edition), Mason, Ohio: Thomson/South-Western, 2007. ISBN-10: 0324405421 ISBN-13: 9780324405422

Davis, Keith, and John W. Newstrom, Organizational Behavior (Eleventh Edition) New York: McGraw-Hill, 2002. ISBN-13 9780072396805

Fahey, Liam and Robert Randall, (ed.) Learning from the Future, Competitive Foresight Scenarios, New York: John Wiley & Sons, Inc., 1998.

Fayol, Henri, General Principles of Management in H.F. Merrill (Ed.), Classics in Management, New York: American Management Association., 1960.

Heneman III, Herbert G. and Timothy A. Judge, Staffing Organizations, (Fifth Edition), New York: McGraw-Hill Irwin, 2006.